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Entered as second-class matter at the New York Post Office.

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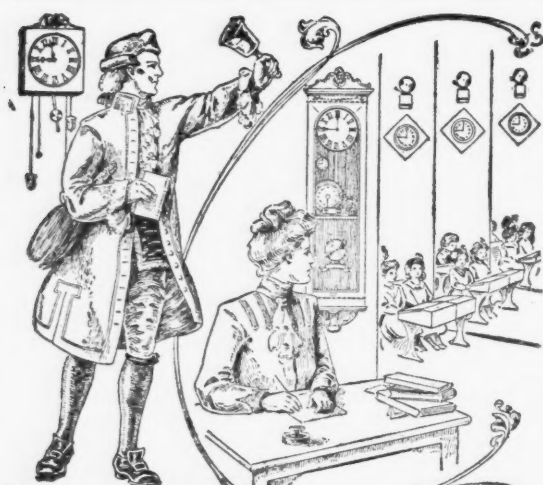
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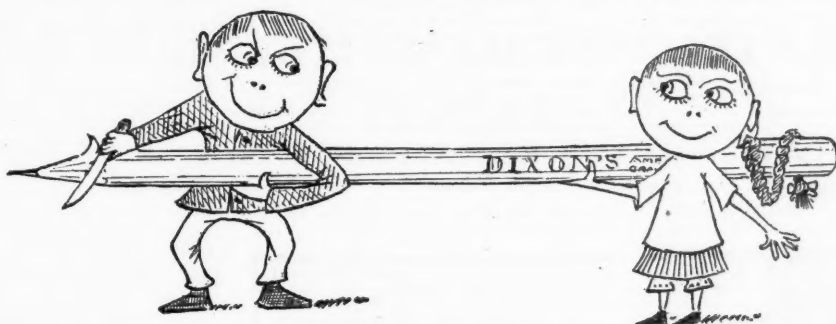
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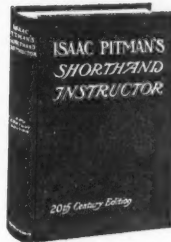
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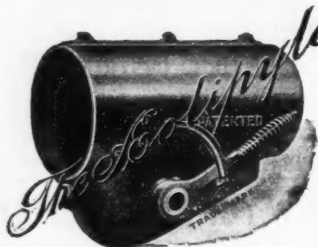
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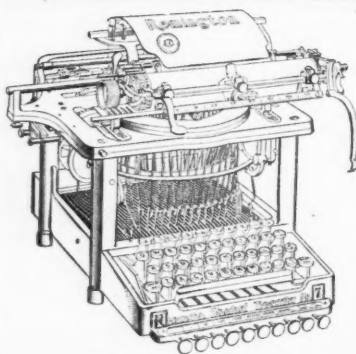
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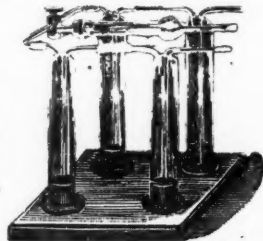
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVIII

For the Week Ending May 7.

No. 19

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School Excursion Trips.

The evolution of school trips and school excursions into valuable educational devices has been accomplished by the Watertown, Mass., schools under the direction of Supt. Frank R. Page. Some months ago THE SCHOOL JOURNAL described the correspondence work Mr. Page had introduced in teaching geography. The school trip and school excursion are developments along the same lines in that they grew out of the same idea, that the education which opens eyes is more valuable than education which fills up heads. Superintendent Page has applied the trips to nature study, geography and history, and has worked out the plans minutely. The following extract from his annual report describes the trips and shows the details which may serve as aids for organizing similar excursions elsewhere:

Of nature study trips there have been many. No list is prescribed, but we believe that usually, in the spring or fall, this work can best be carried on out of doors, among the things studied. We are not trying merely to teach children facts about birds and insects and plants and trees, but to open their eyes so that they will investigate and follow up the lessons outside of school. The most ambitious nature study trip has been one taken by several of the lower grades to City Point and Castle Island for the study of marine life. The vicinity had been studied by the teacher beforehand and there had been talks about the things which the children would probably see. On arriving there they were turned loose to look for specimens, star fish, crabs, sea urchins, seaweed, shells, and pebbles. The teacher talked about these specimens and a great many were taken back to school to be used for exchange with children who live some distance from the seashore. They also studied the formation of sand, talked about the ocean and Fort Independence and observed the vessels in Boston Harbor. The trip formed the basis of many talks and letters and stories. Photographs taken by the teacher were used to illustrate the written stories. The children gained ideas not only about the specimens collected, but about the ocean, the harbor, ships, commerce, forts, etc., information which could be used again and again in school.

Apart from the nature study and field lessons, the more elaborate trips which have been taken are these: second grade—Peabody Museum at Cambridge, the Indian room, for Hiawatha; fourth grade—the engine house, police station, stores, freight office, for geography; Norumbega Park or the Agassiz Museum, for the study of animals; fifth grade—Museum of Fine Arts, for history; sixth grade—Aetna Mills, Walker & Pratt foundry, market garden, trip to Boston, for geography; Abbey pictures in Public Library, for study of King Arthur in literature; seventh grade—Peabody Museum, for history; Hood Rubber Works for geography; eighth grade—Concord and Lexington, historical landmarks in Boston, for history; Cunard steamship, for geography; ninth grade—Riverside Press for literature; State House, for civil government; electric light station, for science; Art Museum, for history and art. A better idea of the character and value of these trips may be given by describing two or three in detail.

The sixth grade trip to Boston is taken at the beginning of the study of the United States in geography. Its object is to give the pupils an acquaintance, on the

one hand, with a typical city, and, on the other, with landmarks and places typical of Boston. The trip is used as a basis for comparison in studying other cities in this country and as a basis for correspondence with pupils in other schools. In preparation for the trip the teacher puts a map of Boston on the wall and traces the route on it. Each place to be visited is talked about at length and a picture shown. For each point of interest a topic is given and taken down in the pupil's note book. Under the topic notes are taken on the talk given by the teacher but, some space is left for recording the pupil's own observation at the time of the trip. After the trip is taken it is written up in the form of a guide book, illustrated with half-tones and with photographs taken by the pupils at the time of the trip. Because this guide book is a real thing the pupil is deeply interested in its making, takes great pains with it and succeeds in producing a piece of work that is really worth while. For this trip a special car is taken. At each point of interest the pupils stop and take notes. The places seen are as follows:—Mt. Auburn Cemetery, Lowell's birthplace, Longfellow's home, Longfellow park and the Charles river, Soldiers' Field, Harvard Square and the college buildings, Cambridge City Hall, Harvard Bridge, Back Bay, Beacon street, Commonwealth avenue, Leif Ericson statue, Harvard Medical school, Copley Square, The New Old South, Public Library, Museum of Fine Arts, Trinity church, Technology buildings, the Subway, transfer in the Subway to elevated, the North Station, along Atlantic Avenue noting the steamship lines, wharfs, the ferry boats, the steamers, the South Terminal Station. Here the pupils leave the cars and go thru the station noticing its size, number of tracks, names of lines, visiting the waiting rooms and the Chicago two o'clock Lake Shore Special. The porter makes up a berth for them in one of the sleepers and the pupils note the conveniences of a sleeper, the make-up of the train, vestibules, porters, etc.

Later on in studying Chicago an imaginary trip is made on this same train. Leaving the station, the pupils walk thru Summer and Bedford streets to Washington street, noting Jordan, Marsh & Co.'s store, its height and length, the narrowness of Washington street which some of the pupils paced, the corner of Winter street, the busiest corner in Boston, the narrow sidewalks. They stop at the Old South Church and notice the Old Corner Book Store across the street and the Old South Building. They look down Newspaper Row noting the names of the papers printed there, see the new Boston Journal Building and notice its height. Then by way of Water street they go to Devonshire street, see the Post-office and visit the Globe press room where a few minutes stop is made to see the great presses at work.

Leaving here they next study the Old State House from the rear, walk across the site of the Boston Massacre and to the front of the Old State House. Then they visit the Ames building, noting its height; ride to the top in the elevators and get the view from the roof, noting particularly landmarks too far away to be visited. Coming down they compare the new streets with the old as regards width and pavement.

King's Chapel is next visited. The children pass up the aisles and the sexton points out the pews occupied in the past by famous people. Then the pupils pass to the Old Granary Burying Ground where the noted



Fourth Grade Studying the Animals at Norumbega Park.

graves are pointed out and the pupils take down the names of the great men buried there. Passing up Park street, they visit the State House, the hall of representatives, the senate chamber, noting the offices of the various departments.

The trip from Watertown and back takes about five hours. A typewritten account of this trip has been prepared, illustrated by seventy or eighty pictures, and we are trying to interest schools in other cities to take similar trips and exchange illustrated accounts with us. Such an exchange when once it is established will be an invaluable method of teaching geography.

Another successful geography trip has been the one to an ocean steamer taken by the eighth grades in preparation for an imaginary trip thru Europe. This trip is carefully studied up thru topics before actually being taken. One of the eighth grades has visited a Dominion liner, another, a Cunarder. Material for the preparation of the visit to the Cunarder was taken from advertisements in the daily papers, shipping notices, Cunard sailing lists, and rate sheets. Each of the pupils was furnished with a "Log Book" and a plan of the vessel to be visited. This "Log Book" is a little pamphlet giving the history of the Cunard Company and describing in detail some of its steamers. An idea of the preparation may be had by quoting a list of topics for study, which are as follows:—

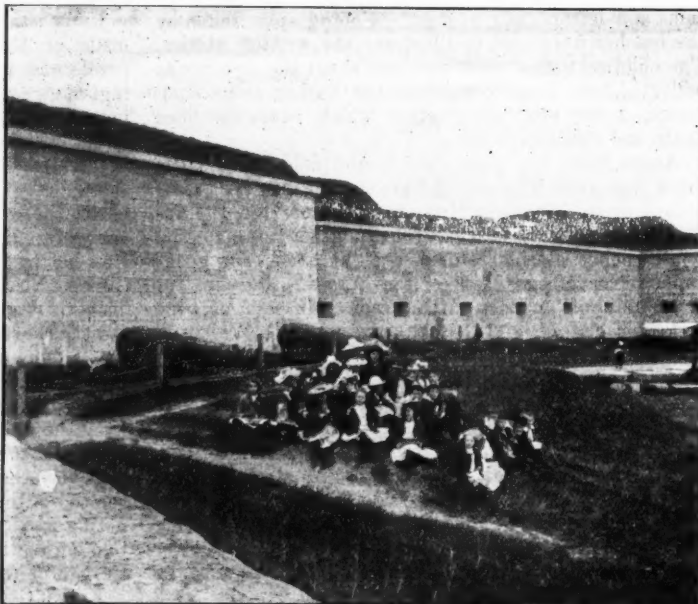
1. Steamship lines between American and English ports.
2. Steamship lines between Boston and English ports.
3. Cunard agent in Boston, wharves in Boston, company's offices.
4. Origin of company.
5. Fleet of steamships, Boston service.
6. The Britannia, comparative sizes of Cunard steamers from 1840-1903. (see p. 74 Log Book).
7. Tracks (see Log Book p. 81).
8. Distance.
9. Saxonia.
 - a. Picture and plan.
 - b. Kind, classes carried, for what remarkable.
 - c. Tonnage, length, breadth, depth, displacement.
 - d. Material, shape, funnels, masts, keels, bottoms, tanks, bulkheads, decks.
 - e. Ordinary burden, record burden.
 - f. Heating, lighting, ventilation, fire service.
 - g. Motive power, engines, kind, horse power, sails, when used.
 - h. Anchor, location, size.
 - i. Meaning of first

cabin, second cabin, saloon passenger, third class. j. First class accommodations, state rooms, drawing room, dining room, library, promenade, terms; second class accommodations, state room, saloon, sitting room, smoke room promenade, terms; third class, berths, dining room, sitting room, smoke room. k. Rates, first class, with children and servants; second class, with children and servants; third class, bicycles, dogs. l. Letters, telegrams, wireless telegraphy, ship's paper and monogram. m. Bills of fare. n. Information for passengers, first and second class, securing of berths, baggage, and embarkation; third class, booking of passengers, meetings of passengers, declaration form, embarkation, luggage, berthing, vaccination. o. Landing of passengers, Boston, Liverpool. p. Cargo, exports, imports, manifest of outgoing cargo. q. Custom House, United States tariff. r. Money Exchange.

On each of these topics notes were taken mostly from the study of the "Log Book." Space was still left under each topic for observations to be taken at the time of the visit. At the boat guides were fur-

nished and every part was examined. The story of this trip, too, was carefully written up. The pupils illustrated their accounts with cuts from the "Log Book," with photographs taken by themselves, diagrams, bills of fare, etc. The result was a piece of work worth having. It is not difficult to see how much more valuable a trip conducted in this way is than the reading of a certain number of pages from a book on the same subject. The trip places the pupils in the attitude of investigators, not listeners; it puts them in contact with realities; it is in the highest degree educative.

A third trip is to Concord and Lexington, taken at the time of the study of the beginnings of the Revolution in history. A good many weeks may be spent studying a text-book with considerably less profit than the few hours taken for this trip. History studied on Lexington Green and Concord bridge; literature taught in sight of the Old Manse and at Hawthorne's grave bring, indeed, inspiration and education which, coming not roundabout thru the pages of a printed book, but straight and direct, sink deep.



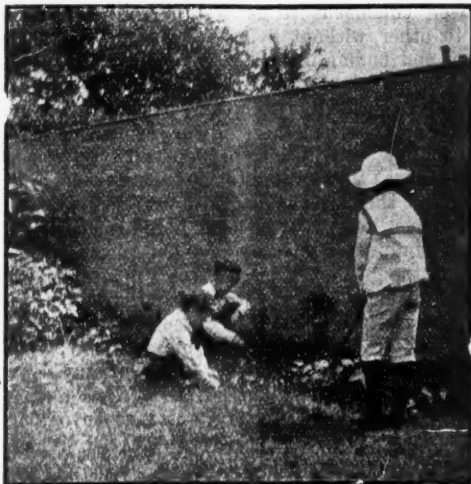
Trip for History, Geography, and Marine Life at Castle Island.

School Gardens for Primary Tots.

The school garden is growing. In Medford, Mass., the youngest children are the ones who have the gardens. The accompanying illustrations show how practical the work is. Probably none of the children who are shown tending wild flowers or vegetables or the more ordinary garden plants are over eight years old.

The children are given the freedom of the school yards for play and they have turned them into ornaments for the city.

seen. The method has been shown in the Medford work, and it is to be hoped that this success will inspire other primary teachers to begin a similar work.



Transplanting Lettuce.

The Curtis school has been taken as an example of the work. In the spring the grounds are laid out in the manner shown by the accompanying plan. The children measure and lay out the beds for the planting of annuals, thus gaining some lessons in practical arithmetic. A diary of the garden is kept by each child, showing what he did in his own garden and what he saw in the work that interested him. The following are extracts from a third-grade diary:

May 4, 1903. Mr. R. dug up all the beds in the schoolyard. He put dressing in all the beds and around the bushes. He planted the dahlia bulbs. They look like sweet potatoes.

May 5. We planted radish in my garden. We planted them in drills one inch deep and about five inches apart. Then I covered them over lightly. We sowed turnip seed in Charles' garden and lettuce seed in Allen's. Then we raked them into the ground lightly.

May 7. This morning Henry planted dwarf peas in his garden. There is a Jack-in-the-pulpit up. We found the wild columbine and mustard in blossom.

May 8. Gladys planted morning glory seed along the fence.

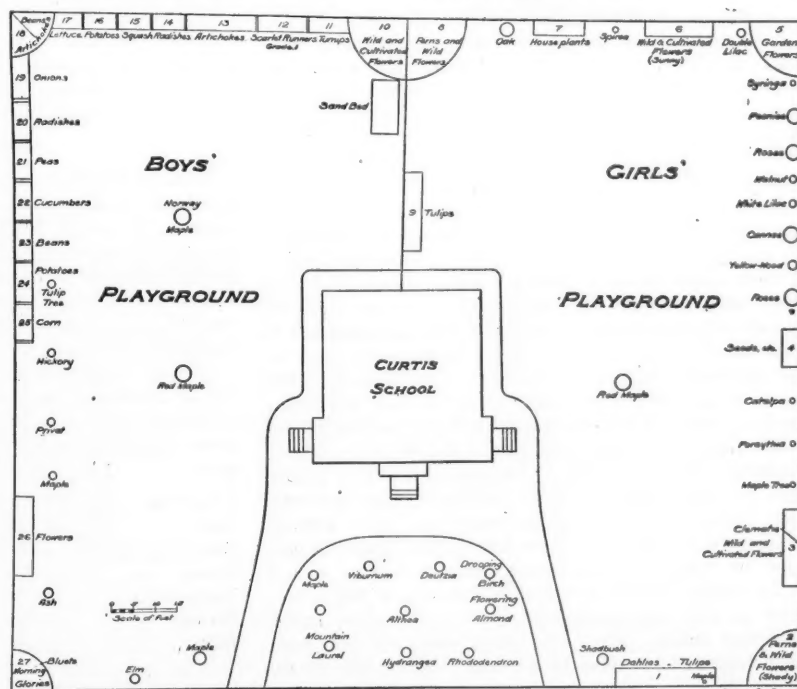
These random extracts show the varying activities of the work. The language both spoken and written is greatly helped by this work, for the children have something interesting and personal to tell about and learn to express themselves much more readily than thru the artificial exercises of the school-room. The value of this work is easily



Sand Garden.



Stringing Scarlet Runners.



The Professional and Financial Side.

Conducted by William McAndrew, New York.

Zander the Thrifty.

A. H. Sage, who drew up the famous Wisconsin report on teachers' wages, reviewed in these columns Jan. 9 of this year, cites some teachers working on \$400 a year and says the Lord only knows how they do it. This proves to be slightly inaccurate. Mr. A. H. Zander, a Wisconsin school teacher, also knows.

He says: "We not only live on my salary of four hundred dollars, but we lay by two hundred of it every year. We live in a small country place in Wisconsin, and, of course, rent is cheaper in a village than in the city. We have a small garden for raising vegetables. We are a family of four: my wife, my boy of three, a little girl of one, and myself."

As to clothes, brother Zander bought for the year one fifteen dollar suit for "best wear," using his Sunday suit of the year before for the school-room. For the next year it is estimated that a pair of trousers will be needed. A good coat and vest now in use promise to cover all needs in partnership with the coming pantaloons. Clothes need care, but this is good mental discipline. Mrs. Zander is a good patcher and an adept in bottling the two new Zanders in the old clothes of papa. More than that, our cheerful Wisconsin philosopher finds these *sarta resarta* fully as good, if not better, than the trust-made sweat-shop products to be had at the store.

Wife wears calico at home. Neat and pretty is calico. Take up your "Tatler" and "Spectator" to realize how highly it was prized in Addison's time. Shall schoolmasters or schoolmadams scorn a pretty gown for fashion's sake, ignoring its artistic coloring and figure? Fie! Listen to our even-minded Zander. My lady's heavier dresses are made over every year and so she has not bought a dress, except the calico, for three whole years. For underwear the Zanders purchase flannel and shaker-flannel cloth, which wife makes into garments. She also knits our stockings. The master's overcoat has done good service for four years and is scheduled for another twelvemonths' service, after which it is due for a term on Zanderkin, bless his little heart! Two pairs of shoes a year each for papa and mamma; one for das Zanderknabe (barefoot joys in summer), while baby's feet are not yet cabined, cribbed, confined by civilization.

Zander the Economist.

I like these Zanders. Here's a schoolmaster who wants to teach; here's a wife who wants him to. They will relegate the subject of clothes to the true secondary place and enjoy the triumph of proving Carlyle a liar. Without begging, whining, or railing at fortune they will realize that old-fashioned virtue, thrift, and get pleasure out of it.

Come into the kitchen with us and discover other economic secrets. Eggs cost less than meat and nourish just as well. But for variety let us have our pound of flesh eight times a month. Two pounds of butter every week, six quarts of milk for the same, and fifteen bushels of potatoes raised in the master's garden are to be counted among the necessities. Madam will put up and the family will put down every twelvemonth thirty quarts of apples, peaches, pears, and cherries. No money need be spent for coal-tar flavors nor analine fruit-color.

We have more than enough to eat, says my friend. Breakfast gives us coffee, coffee-cake, bread and butter, eggs, and fried ham. Dinner exhibits boiled potatoes, with butter gravy, boiled cabbage, and other flowers, pudding, or pie, and a *cafe demi tasse* if you please. Sometimes we essay pork and beans, sometimes eggs in one of the myriad forms which clever wives of schoolmen know how to construct; sometimes a dumpling smiles upon our board. We never go a week without some meat unless the weather be too hot. For supper we de-

cently bury the remains of dinner, celebrating the ceremony with a sacrifice of fried or baked potatoes and eggs. With every meal we have our coffee and edifying conversation.

I have thrust myself into this happy family and told the menu off with "we" instead of they because it is inviting. Here is Herr Wagner's simple life such as our Roosevelt commends to us, we to our neighbors, and each to other, without living it, while Herr Zander is doing it and finding it good.

Look at his reading table: THE SCHOOL JOURNAL, The Ladies' Home Journal, two weekly papers, and a dollar magazine. Moreover, there is the school library and Uncle Andrew's institutions peppered all over Wisconsin.

"Sometimes the set-backs come," observes mein lieber Zander, but they are challenges to your real philosophy. Doctors must live; their bills can bore big holes in the sinking fund. But doctors are not always with us. Break off the good-sized piece of every monthly payment, says our financier, and get it out at interest. You may think you sacrifice a little joy or comfort, but you find you've only traded one kind of pleasure for a better: the fun of being a lender rather than a borrower.

I begin to blink at banker Zander a little now. We all have been so impecunious a lot that anyone of us who has a competence growing up seems to the others something to be doubted. Nonsense. Saving is a virtue seemingly quite unaffected by the size of the income. What you want is more Zanders, learning thrift by doing. Austin George, at the Michigan State Normal, used to say: "Lay by the saving from your first month's pay and lay it where you cannot get it. Put it into a house; your own, if possible. Pay on a mortgage instead of a rent-roll. Never let a month be skipped. Before many years you'll be renting houses and there is an element of hearty pleasure in that. Who lays by for a rainy day is soon laying-by for a competence. Americans despise a poor man. Act as tho you intend to be a solid citizen of your town. Get an anchorage for yourself in real estate. It will make you less cranky and less flighty as a schoolmaster, more respectable, and more respected. You need not feel that it will tie you down too tight. There's always some sale for anchors if only as old iron."

This good advice of Austin George he carried out himself. He was a solid citizen, a taxpayer, and of independent position, an unusual thing for a school man. These circumstances, so rare among us, are elements of strength forever needed among teachers.

Why We Blink.

Perhaps we blink at George and Zander because there is a trace of envy in us or of self-reproach. "Suppose," says our Wisconsin brother, "you lend out \$100 every year at five per cent., which is paid here. You will have five dollars more to spend on a few extras and five dollars will go a great way if you learn how to spend it." Bravo, mein Zander. Here is much of the philosophy of finance expressed in a dozen words.

There's a paradox in it too, dear; spending money is one of the things we learn best how to do by not doing it.

For the man with an analytical mind who wants to know exactly how it is done Mr. Zander gives these figures:

Groceries	\$46.34	Flour	10.00
Rent	36.00	Buckwheat	1.00
Suit of clothes	15.00	Dresses	3.00
Shoes	12.00	Magazines and papers	5.00
Underwear	8.00	Meat	10.00
Butter	15.00	Incidentals	40.00
Milk	12.48	Total for year	\$213.82

"Why," says one, "publish this in a column devoted to the betterment of teachers' condition? The enemies of higher salaries will find meat and drink in such a case as this."

Not so fast, my dear. Such schoolmasters as Zander are the ones who better our condition every year. The trouble is, such men do not remain in the ranks. They soon find out that four or five times faster will come the financial rewards for thrift in some other kind of work.

But while they stay, the Zanders get increases of salary more quickly than your whining spendthrift, always without money, always spending it as if he had a mine.

When we were all working to secure enactment of a good living wage for New York city teachers one woman teacher did a good deal to threaten the cause by complaining to the police that she had lost a safety-pocket (whatever that is) full of diamonds. The newspapers all exploited in big type the Teacher and her Diamonds. It imperiled the reform.

What we want is a body of steady men and women who will declare they mean to make a life work of teaching; who will say, "I mean to teach at all hazards whatever you pay me. If I am to associate with your children I want you to associate with me. If you esteem education as highly as you say you do then show that I, who am the vital thing of education, am esteemed as your judges, your ministers, and your most estimable citizens. If you can give me that esteem when I am in patched clothes, then 'welcome be thou patch in Goddes name.' But if you have brought up your children so as to respect the appearance of the well-clothed, then clothe and house and educate your teachers well."

I'd like to live like Zander. To teach New York city children and, at the same time, to live with all the bucolic joys he has would cost for rent alone three thousand dollars a year or more. We come back to the oft-repeated proposition: Wages are for the encouragement of industry. Teaching is among the highest grades of work. It needs the best men. Inducements must be offered that will bring and keep the best men and also keep them at their best. I am quite sure that more Zanderism will hasten the realization of this doctrine. Here's to Zander.

On April 20 over 1,000 of Pittsburg's school teachers enrolled in an organization which has for its object to obtain an increase of salaries. The standard desired is a minimum salary of \$45 a month and a maximum of \$75.

The Heavens in May.

All the more conspicuous stars, except Sirius and two stars of Orion, which have been visible in the evening during the past few months, will be in the field of vision thru May. Capella will be in the northwest, Castor and Pollux in the west, Procyon in the southwest, Spica in the southeast, Regulus in the southwest, Arcturus in the east, and Vega in the northwest. Spica, Arcturus, and Vega will be mounting higher; Capella, Castor and Pollux, Procyon, and Regulus will be sinking.

The sun will be giving more light and more heat each day. The length of the day will increase from fourteen to fifteen hours, in the course of the month. The increase in the morning will be about the same as that of the evening. The sun's declination on May 1 was 15 degrees 2 seconds north. On May 31 it will be 21 degrees 54 minutes north.

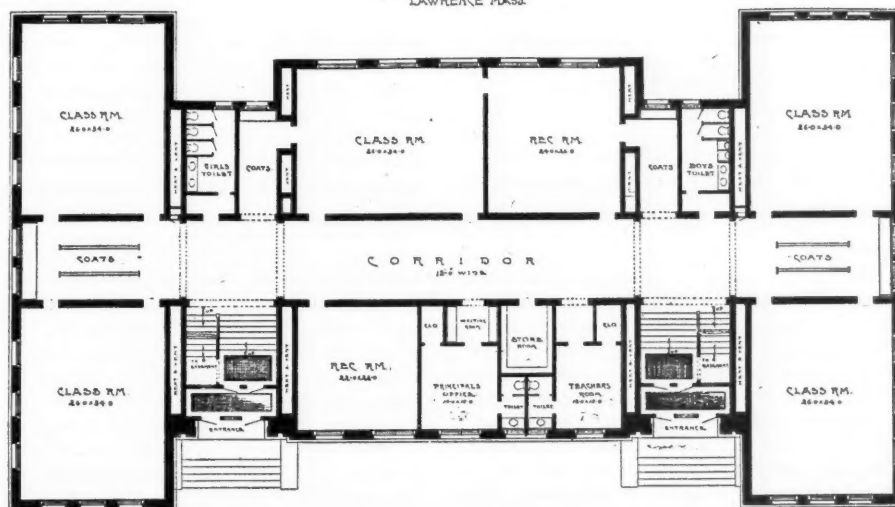
The moon is in the last quarter on May 7. She was in conjunction with Uranus on the 3rd, being 5 degrees 20 minutes north of the planet. On the 12th she will be in occultation with Jupiter. On the 13th she will be in conjunction with Venus, on the 14th with Mercury, on the 15th with Mars, and on the 18th with Neptune. The new moon appears on the 15th, first quarter on the 22nd, full moon the 29th.

Jupiter appears above the horizon about an hour and three quarters before sunrise, about half an hour earlier than Venus. When the month closes he will be two and a half hours ahead of his fair rival.

Mercury is in inferior conjunction with the sun on the 13th, and then changes from an evening to a morning star. Mars reaches conjunction with the sun on the 30th, after which he also will be found in the morning sky. Neptune and the moon are in conjunction on the 18th, and he will end the month supreme ruler of the evening sky.

The St. Louis local entertainment committee for the N. E. A. convention has appointed a reception committee of one hundred, with Pres. C. M. Woodward, of the board of education as chairman. The committee will be composed of all the principals and assistant principals of the schools. A uniformed corps of guides composed of the cadets from the Washington university and Manual Training school has been arranged to direct the N. E. A. visitors to their destinations. The committee has given Pres. John W. Cook assurances that the city is able to accommodate 20,000 members in hotels and carefully selected homes at reasonable rates.

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Teaching English to Foreigners in Evening Schools.

Dist. Supt. Gustave Straubenmüller, New York City.

Recent investigation has shown that more than one-third of those registered in the elementary evening schools of New York City in recent years were foreigners studying English. But of this foreign enrollment in the winter of 1900-01, only twenty-eight per cent. average attendance could be recorded. This is certainly a discouragingly small number, particularly in view of the fact that the instruction given to foreigners in speaking and writing English was considered especially satisfactory. I am mindful of the fact that the attendance of foreigners in our evening schools will never equal our hopes. Yet I do believe that present conditions can be greatly improved and the attendance increased.

In order to obtain an intelligent view of the problem, it is necessary to understand clearly the *motive* of the foreigner applying for admission to the evening schools. His object is, first and foremost, to learn to speak English as quickly as possible, and next to read and write it. His incentive is the desire for a livelihood; his stimulus, a knowledge of the fact that, to improve his condition, he must understand the language of the country and be able to make himself understood in it. He is not looking for "literary culture, philological scholarship, and linguistic discipline." He does not wish to become a grammarian, but a practical linguist. He desires, in the shortest possible space of time, a utilitarian vocabulary and practical fluency in speaking the language.

The aim should be, accordingly, to prepare the pupil as quickly as possible for admission to the English department, making the transfer as soon as he is able to follow English instruction.

In the organization of the school (the first fundamental condition of success) much will depend upon the number of applicants and the method to be employed in teaching. If the Gouin or the phonetic method is to be employed the basis must be nationality; all German-speaking pupils in one class; all French-speaking pupils in another class; all Italian-speaking pupils in a third class; all jargon-speaking pupils in a fourth class, etc. This is necessary because those methods at the very outset, rely, to a certain degree, on the mother tongue of the pupil for communication of thought.

In large schools the pupils may be subdivided into two general classes: 1, those who have a slight knowledge of English; 2, those who have no knowledge of English.

Those who have no knowledge of English may be again subdivided into four classes: (a) those who can read and write their own language and are familiar with the forms of English letters, as the French, the Italians, the Germans, etc.; (b) those who can read and write their own language and are not familiar with English letters, as many Hebrews, Greeks, Russians, etc.; (c) those who are illiterate. In the latter class might be placed those who can read a foreign language, but who can neither write nor read script.

If younger pupils are present, a fourth class may be organized of those under sixteen years of age.

In smaller schools the plan here suggested will have to be considerably modified. But the general principle of classification will apply here, too. The principal should be guided in every case by the intelligence of the pupils.

Condition I.—Organization.

The principal should consider the grading of his school a most important and serious function. Upon it much of the success of the school will depend. Many of the pupils leave the evening school because they find themselves greatly in advance or far behind the class in acquirement. The men and women enrolled are making great sacrifices in order to attend school, and will not remain unless they are learning and progressing. They do not go to school to waste precious time. They cannot afford it.

The class teacher can assist in the perfecting of the organization by recommending transfer of pupils who may have been misplaced in the haste naturally attending a large registration.

Condition II.—Good Staff.

A good teaching staff is a second fundamental condition of success. Knowledge of methods of teaching English to foreigners should be demanded of teachers before they are permitted to undertake the duties of instructors. They should, also, have some knowledge of phonetics, in order that they may show the pupils the position of the vocal organs in producing sounds that are new and difficult to them. They should also, as a rule, have a knowledge of the mother tongue of the pupil, to use when occasion requires it. But, of course, the foreign tongue is to be employed as little as possible. A speaking knowledge of a language can only be acquired by speaking and hearing it.

Methods.

Of the methods of teaching a modern foreign language there is no end. It may almost be said that there are as many methods as there are teachers. We hear of methods for children, for adults, for individual instruction, for class instruction, for self-instruction; we hear of the conversation method of imparting a knowledge of a language, of the reading method, of the translating and grammar methods, of the synthetic method, of the analytic, or of a combination of these two, of the rational method, of the receptive and reproductive methods, of the new method, of the phonetic method, of the psychological method, and of legions of others. Language teachers, however, recognize, in a general way, five methods:

1. Classic method.
2. Natural method.
3. Psychological method.
4. The new or phonetic method, and
5. The reading method.

1. The "classic" method is based on the plan followed in teaching Latin and Greek; grammar, rules, etc., are studied first, then reading is taken up; everything is critically analyzed; the foreign language is never or rarely spoken. This method deserves no further consideration for our purposes.

2. The principal features of the "natural" method, as used by most teachers, are: (1) the exclusion from the class-room of the mother tongue of the pupil; (2) the instruction is largely oral and objective; (3) pupils learn by imitation; (4) it associates the new vocabulary directly with objects and actions, impressions are, therefore, more vivid. With beginners, the method consists largely of an exchange of questions and answers between instructor and pupil. The oral instruction leads up to easy reading, for which the pupil is thoroly prepared. Grammar is taught as necessity arises and when pupils are prepared to understand explanations in the new tongue. Advocates of the system claim that pupils learn to think directly in the language they are studying, and that it is the most philosophical introduction to the study of language; that it appeals to the memory; that it trains the ear to understand the spoken language; that interest is aroused in the pupil, and hence he acquires the language more readily. Instruction is begun with short sentences, actions accompany the words; pupils are led to reproduce what they have heard; new words are gradually and singly introduced; the words already learned are combined to introduce new ones; gestures and pantomime are necessary. Translation is not resorted to until the pupil is well advanced and able to read. The teacher must have a thoro command of the tongue he is teaching.

Some objections to this method by advocates of other methods are the absolute prohibition of the mother tongue of the pupil on part of the teacher and pupil; the subordination of systematic study and practical knowledge of grammar to the acquisition of words and phrases; also that an adult does not learn a language as a child does; that the burden placed upon the teacher is excessive; that it is difficult to teach abstract terms, and that long explanations of these are sometimes given in the new language without success so far as the conveying of the true meaning of a word or term to the pupils is concerned.

3. The "psychological," or as it is sometimes called the "series" method, was brought to the attention of the English-speaking world by Mr. W. T. Stead, in the *Review of Reviews*, and was invented by François Gouin, a French teacher of languages. It is based on the psychological laws underlying the universal act of learning the mother tongue by the little child, and is said to produce successful results because of its close adaptation to the development of the human mind itself. This system emphasizes particularly "mental visualization and mental vocalization." Clearness of visualization of the exact act expressed by a verb is the main result aimed at.

The advocates of the Gouin method claim that the most important elements in learning a language are: (1) The mental picture, and (2) the sound, and that the written symbol is of less importance. Accordingly, in grammar the form of the word or words and their endings is not emphasized as much as the thought which underlies these words and endings.

TO ILLUSTRATE:

The times of the verb, Indicative (page 231, Gouin's Book).
Simple and momentary acts.
Yesterday, — I opened the door.
To-day, —
Some time up to now not specified, — I have opened the door.
Just now, — I have just opened the door.
Now, — I open the door.
Presently, — I am going to open the door.
This evening, } I am going to open the door.
 } I shall open the door.
To-morrow, — I shall open the door.

Mr. Gouin's discovery, according to Howard Swan, consists principally in the following five points:

(1) The organization of the series; (2) the use of the imagination *i. e.*, the visualizing or representative faculty; (3) the use of "interlocutory phrases;" (4) a new organization of the grammar, and (5) a suggestion as to the way of studying literature.

In this method the mother tongue of the pupil is used by the teacher at the beginning, whenever necessary, as a vehicle of communication. Each exercise in this system is the expression of real facts of life; these facts of life are grouped; they are set in order as they are in nature. Sentences are first taught thru the ear, then thru the vocal organs, then thru the eye, then thru the muscular sense.

Gouin says the verb is the germ from which, piece by piece, springs the sentence itself; when we have the *verb* of a sentence we have all; when this is lacking we have nothing. Whilst conquering verbs, the student obtains a knowledge of substantives, etc.

There are in reality two languages in one language—one for external facts, one for internal facts. That which translates the facts of the external world, Gouin calls the *objective* language. That which translates the facts and operations of the soul, the *subjective* language.

ILLUSTRATIONS.

Page 83 (Gouin) (nurse to baby teaching it to open the door).

Objective.
Walk, baby;
now, go towards the door;
now, you've got there;
lift up your arm;
take hold of the handle;
turn the handle;
open the door;
ow. pull the door open;

Subjective.
that's the way!
that's it!
bravo!
capital!
that's quite right!
how strong you are!
what a clever little baby!
you little darling, etc.

These two languages progress side by side, one gearing or working into the other. Above the objective language, alongside and often at the heart of the subjective language appears a third—the figurative language.

"I fall into the river."—Objective language.
"I fall into error."—Figurative language.

The objective language is the occasion of the subjective language, hence the order as the child learns is: 1, The objective language; 2, the subjective language, and 3, the figurative language.

The objective and the subjective languages are interwoven in the actual class lessons in the "series" method; no attempt is made to teach the figurative language until the objective has been learned.

Objective Language.

ORGANIZATION OF THE SERIES.

The objective language forms the material for the series. The following exercise will illustrate the series and what is meant by a theme, what by the end, what by means conducive to this end, terms used by Mr. Gouin.

The theme is, "The boys chop a log of wood." The end is, "To chop a log of wood." What are the means employed? To chop wood we require a hatchet; therefore, first of all—

The boy goes and seeks his hatchet—*seeks*.
The boy takes a log of wood—*takes*.
The boy draws near to the chopping-block—*draws near*.
The boy kneels down near this block—*kneels down*.
The boy places the log of wood upright upon the block—*places*.

(Here comes a change in the mental picture.)

The boy raises his hatchet—*raises*.
The boy brings down his hatchet—*brings down*.
The hatchet cleaves the air—*cleaves*.
The blade strikes the wood—*strikes*.
The blade buries itself in the wood—*buries*.
The blade cleaves the wood—*cleaves*.
The two pieces fall to the ground—*fall*.

(Another change of mental picture.)

The boy picks up these pieces—*picks up*.
The boy chops them again and again to the size desired.—*chops again*.
The boy stands up again—*stands up*.
The boy carries back the hatchet to its place—*carries back*.

There are here a theme, an end, a means conducive to this end, succession in time, and a separation of the various moments of the action. It will be noticed that the nouns are all specific, because they are indispensable, and because you will always find their translation relatively exact in a foreign language, that the same substantives and the same verb and the same phrases are repeated again and again; that there is perfect order with regard to succession in time and logical sequence.

Now, as to procedure in a lesson; let us take the theme, "I open the door."

I rise from the chair—*rise*.
I go towards the door—*go towards*.
I get nearer the door—*get nearer*.
I reach the door—*reach*.
I stop at the door—*stop at*.
I stretch out my arm—*stretch out*.
I take hold of the knob—*take hold*.
I turn the knob—*turn*.
I open the door—*open*.
I push the door—*push*.
The door yields—*yields*.
It turns on its hinges—*turns*.
I open the door wide—*open*.
I let go the knob—*let go*.

This exercise, or treatment of a theme, is divided into three parts. The first part consists of five sentences. The teacher performs the action and accompanies it by a description thereof in the native tongue of the pupil—*i. e.*, he gets up from his chair and says, *Ich stehe auf; Ich schreite der Thür zu; Ich nähere mich der Thür; Ich nähere und nähere mich der Thür; Ich erreiche die Thür; Ich bleibe bei der Thür stehen*. Now he repeats sequence of verbs also in the mother tongue of pupil; now he repeats the verbs in the new language; then he

builds a sentence around the verb in the new tongue; after the pupil can repeat and knows these sentences they are written on the board, with the verb placed to one side and copied by the pupils in their note-book No. 1. (There are two note-books used, one for copying from the board and the other for writing from memory.) Now all is erased except the verbs.

The conjugation is taught as a series; the pupil imagines to himself the time—i. e., the day, or the week, or the year in which the act he wishes to express has taken place, takes place, or will take place. The verb varies its forms according to the nature of the periods of time in which the act takes place.

Yesterday—Definite—(finished period of time.)

I opened the door.

To-day—Indefinite—(unfinished period of time.)

The period of to-day comprises five moments.

Some time up to now not specified,—I have opened the door.

Just now,—I have just opened the door.

Now,—I open the door.

Presently,—I am going to open the door.

This evening,—I am going to open the door.

This evening,—I shall open the door.

To-morrow,—(future period of time) I shall open the door.

(To be continued.)

Spelling in the High Schools.

By A. S. BASSETTE, Altmar, N. Y.

The question of making advanced spelling a Regents' requirement for graduation came up at the mid-winter conference of New York state principals in 1902. A motion to that effect was tabled, but it is the opinion of many of our principals that some further action should be taken in the matter. Nearly all high schools are troubled with poor spellers, and the serious question with us is how to improve the spelling of these unfortunates. We must recognize that there is some truth in the saying that "We can study and learn in all other subjects, but spelling comes by the grace of God." At the same time there are ways whereby we can reach many of these pupils, if we can secure their interest in our plans.

But how shall we interest them? I believe pupils will work harder and take a greater interest in their work where some recognition is made of their efforts. Such recognition by our state system would be very helpful and serve well our purpose, and yet if our state

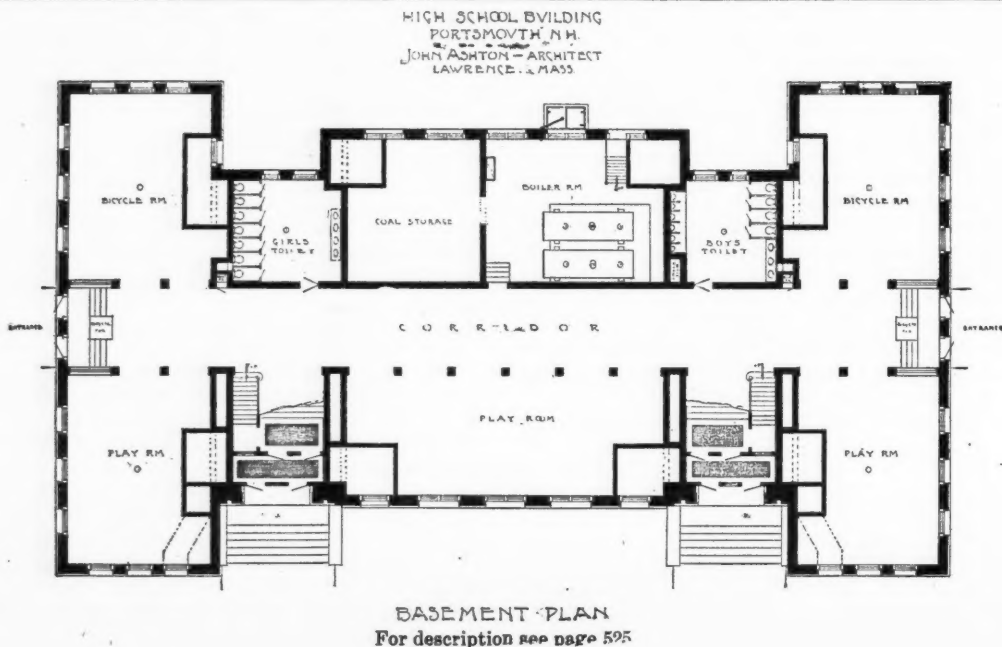
were to require each pupil to pass an examination in advanced spelling, many of our young men and women would fail of graduation. And this is practically the only way our state has at present, of gaining students.

In view of this, the action of the academic principals was probably justified. Until some system is devised whereby the state can recognize work done otherwise than thru examinations, the question of advanced spelling must be one for each school to settle for itself.

In the opinion of the writer every board of education should pass a resolution to the effect that no student would be graduated from their high school who had not attained some marked degree of proficiency in spelling, or (in case of poor and careless spellers), who had not devoted a certain amount of time to that subject. With this co-operation of the school board the principal and his faculty could do much to remedy the spelling in the schools, particularly the high school.

A large part of the poor spelling comes from mere carelessness rather than "from lack of talent." This is especially true in the written work of the pupils. Now, if our teacher would insist that every paper or note-book must be correct as regards English and spelling much of this could be avoided, and the students could be trained to habits of carefulness and accuracy. The pupil who would come under the saying quoted above would be compelled to flee to the dictionary quite frequently, perhaps; this in itself would fully compensate for the use of the plan, as he would form a habit which would go with him on leaving school, and, when in business correspondence he was in doubt as to the spelling of a word, this habit would save him from disgrace.

A plan somewhat similar to this is followed in one of our high schools. All of the pupils' written work, including science note-books, is examined for errors in spelling. If, in the judgment of the faculty, the spelling of a pupil is below a certain standard, he is required to take the subject in a special class, organized for that purpose. Here he is drilled on mistakes in his daily written work and in words in common use, remaining in the class until he shows himself capable of spelling well, and keeping his place. Of course, this may keep a few in the class until graduation, but those few ought to stay. The plan commends itself in that it is succeeding, and good results are being obtained. Some such plan with the action suggested, adopted, and carried out by the board of education, would be of great benefit to the pupils, and aid them in forming habits of care, if not in making them good spellers.



Interesting Extracts from School Reports.

Increased Respect for the Teacher's Office.

It is probably safe to say that the two public school movements of most general interest in the nation at large during the past year have centered around the salary question and the question of moral and religious instruction. Few movements could have arisen which in themselves would testify more pointedly to the popular valuation of universal education. Both point to a deepening consciousness that the schools are indeed the foundation and safeguard of our national welfare. They show that the people tend to look to the great public school system for permanent betterment of the national life, and that the tendency is to substantiate such reliance by an enlarged appreciation of the teacher's calling.

At the last meeting of the N. E. A. resolutions were adopted urging permanency of tenure for the teacher and better compensation. This resolution voices a public need and duty which is seemingly becoming better understood and more consistently recognized every year. Not only are associations more important, there is also evident at many points, East and West, an insistence from patrons of the schools that teachers shall be paid a living wage more nearly commensurate with the importance of their work. I say that the call which comes from citizens is more important than that which comes from the teachers themselves. It is more important because it reveals a profoundly important sentiment in the public mind. It is tangible and exact evidence that on the whole the interests of the nation's children are being better understood, and, being better understood, are more intelligently safeguarded; that there is consequently an awakening disposition to attract to the profession of teaching a stronger and more permanent type of worker than it now has.

In the last analysis, it is earnest of the disposition of the people to put a higher estimate on moral and spiritual values than they have hitherto done.

Portsmouth, N. H. SUPT. HENRY C. MORRISON.

Why Remain a Jellyfish?

Three departments of our schools, music, physical culture, and manual training, in which it may fairly be said that only beginnings have been made, have been subjected to adverse criticism by those who are not familiar with the school problems of to-day. It has been said that our ancestors were educated only in the three R's, with none of these so-called "frills;" and therefore these things are superfluous and unnecessary. It must be remembered that those same ancestors attained commercial and social success without railroads, telephones, or telegraphs, which they could not do under the changed conditions of the present day. When the jellyfish was the highest order of creation, it was all right to be a jellyfish; but when backbones came into fashion, it became very bad form to be a jellyfish. If the rest of the world are to be vertebrates, school systems must cultivate a spinal column. The twentieth century demands the opportunities for trained hands and cultivated bodies, as well as educated heads, for all children; and in the struggle for commercial supremacy those communities that answer these demands in the best and fullest way will survive, because they are "the fittest to survive."

PRES. HAMILTON DOUGLAS, Board of Ed.
Atlanta, Ga.

Vertical System Endorsed by Business Men.

During the past year the question as to the advisability of changing our system of writing was brought to the attention of the board. It was argued that the vertical system, while unquestionably an improvement over the Spencerian in the matter of legibility, was still not practical because of the great loss of speed incurred. To remedy this latter defect and at the same time re-

tain the advantage of legibility, several new systems have sprung up which, it is claimed by their supporters, are far preferable to either of the older systems. In considering the matter, the different members of the board made a close examination into the system now in use and in the end came to the conclusion that it did not occasion any appreciable sacrifice in speed. In fact, the results obtained by the vertical system, both in speed and legibility, were so good that it seemed absurd to experiment any further.—Report of Lowell, Mass., Board of Education.

Medial Slant Writing.

The medial slant system of writing was introduced into the first three grades of our schools last year. It naturally came into the fourth grade this year. It has also been placed in the other grades below the eighth. The system, selected from the many available, possesses several merits, not the least significant of which is the guide for teachers printed on the covers of the writing books. In the absence of a special teacher of writing this guide is of especial value. Where teachers have carefully followed it, the results have been most gratifying. In the majority of the schools using this system, more time has been given to writing this year than previously, but it has been time well spent. It cannot be expected that the style of writing which children have been using for four, five, or six years can be changed all at once; but there is abundant evidence that the unsightly species of writing known as back-hand will not be so common as heretofore and that a better quality of writing will shortly be produced thruout the schools.

Ware, Mass.

SUPT. GEORGE W. COX.

Teaching Arithmetic by Playing Store.

The difficulty of bringing arithmetic, especially arithmetical problems, within the comprehension of the younger children is great. Numerous expedients have been tried to solve the problem. One which has proved extremely successful is that of playing store. This device has been tried in the Watertown, Mass., schools during the past year and there has been a great gain in the primary arithmetic. How the store plan is carried out in Watertown is told by Supt. Frank R. Page in his annual report as follows:

In a corner of each third grade room a store has been fitted up with a table for a counter, with scales, dry and liquid measures, with sand, sawdust, and blocks for merchandise, with advertising signs and price lists from the real stores. Two or three children are daily appointed to keep store. The rest of the children are buyers. The articles asked for are weighed or measured, prices computed and added up. They are paid for in toy money and the change is made by the young proprietors. A record of each transaction is kept on the board by the teacher and by the children at their seats, and these transactions furnish the problems for the day.

Each of the pupils may have two store books. In one he records the business of the day like this, figuring prices and totals for himself—"Edward bought 1 yeast cake at 2 cents, 3 pounds of sugar at 6 cents a pound, 18 cents, 1 pound tapioca at 10 cents. He spent 30 cents in all." "Muriel bought 1 quart molasses at 40 cents a gallon, 10 cents, 1 bar of soap at 5 cents, 1 pound cornmeal at 4 cents. She spent 19 cents." "Frank bought 1 pint of milk at 6 cents a quart, 3 cents, 1 pound rice at 8 cents a pound, 1 pound sugar at 6 cents. He gave 25 cents and got 8 cents back." "Edward bought 6 pounds of sugar at 5 cents, $\frac{1}{2}$ dozen eggs at 40 cents, 3 bars soap at 5 cents. He paid 65 cents." "Kenneth bought $\frac{1}{2}$ gallon oil at 20 cents a gallon, 10 cents, $\frac{1}{2}$ pound coffee at 30 cents, 15 cents, 3 pints milk at 6 cents a quart, 9 cents. He paid 50 cents and had 16 cents back." The second is an account book in

which is recorded and added the amount of each day's sales.

Arithmetic like this is real and interesting, and because it is real and interesting the children comprehend it. Thru playing store they are learning adding, subtracting, multiplying, dividing, denominate numbers, fractions, United States money, account keeping, and they are learning them more thoroly than when these topics are made ends in themselves. Besides this their eyes are being opened to things outside school; they are learning by personal investigation, which is the best method of learning, the names and actual prices of things sold at the store. We do not try to get along without drill in addition and multiplication tables, but even those are learned more readily when their need and use are apparent. I am very strongly of the opinion that when in some similar way upper grade arithmetic is related to actual business practices it will not only be better taught in itself, but will be far more broadening and educative to the pupils."

Home Study in High Schools.

One reason why it is so hard to get the co-operation of parents and students in giving necessary attention to a reasonable amount of out-of-school preparation is because previous to entering the high school there has been no home study required. I am convinced that this is not wise. The transition from grade work demanding no outside preparation to high school work in itself quite different and requiring regular home study is too great, and there is much loss to the pupil and frequently friction between the school and home because of a misunderstanding as to the necessary and reasonable demand of the new work. Home study should be systematically required at least of eighth grade pupils. In view of the fact that home preparation is to come in the afternoon or early evening when pupils are tired with work and play and less capable of clear thinking, it does not seem as if arithmetic, demanding the best physical and mental condition for good work, should be the required study. This home preparation should be rather in history, spelling, language, or geography, in work that the pupils can do by themselves and without much help. A little regular required work of this kind will lead them to recognize the importance of school duties and accustom them to meeting the more excessive demands of the high school for home study.

Adams, Mass.

SUPT. FRANCIS A. BAGNALL.

Physical Education.

One of our unsolved problems pertains to physical education. It has been said that school life should not merely prevent injury to health; it should benefit health. There should be such study of the laws of health, and such skill in their practical application that a proper development of the human body may be assured. All the conditions of school life should be so thoughtfully planned, all the occupations of the pupils so wisely selected, and the out-of-school activity so carefully directed as to secure proper and healthy development of the body. If it is true, as scientists assert, that the most desirable results of education depend upon tissue changes in the brain structure, and these, in turn, depend upon digestion, circulation, and vigorous physical condition, then it would follow that good health and a proper working of the mechanism of the body are essential to good education.

We have done much already for the comfort and health of the children, as seen in our school-houses with approved methods of heating and ventilation, modern furniture, and wholesome sanitary conveniences. Something more may be done. For all normal children it is desirable to have a daily period of body exercises which will increase the circulation, clear the brain, and fill the lungs with pure air. The benefits of such exercises are conceded, even in schools which allow but a few minutes each day, noticeable improvement in the sitting, walking, and breathing of the pupils is shown.

If there are physical defects of any kind they should receive the careful attention of teachers and parents. Early discovery of any difficulty with sight or hearing and prompt application of corrective measures is of the greatest importance. When children are flat-chested or round-shouldered, or have spinal curvature, they should be studied individually and an attempt made to remedy their shortcomings. If children are pale, weak, and take no delight in the playground, their lungs should be examined, their habits investigated, and their food carefully prescribed. But physical abnormalities of so severe a type would not be frequent if there was constant and painstaking attention to physical development from the earliest years. This work must not be neglected. While parents and physicians may be expected to assume the responsibility, undoubtedly the teachers should actively lend their aid.

Under the most favorable conditions, systematic and progressive physical exercises, combined with careful study of the needs of individual pupils, is of great benefit to physical, mental, and moral health. Of course, they do not take the place of the supervised games and play of the out-door recess, for their purpose is quite different, yet both have a place in physical education.

The health of children cannot be too carefully considered. Abounding health means brighter and stronger minds. It means greater courage and self-reliance, which makes it easier to be truthful and honest. Parents and teachers are very slow to realize the close relation between physical weakness and vicious habits. If children are stupid and untruthful it is possible that they need such treatment as will improve their circulation and enlarge the lungs more than they need a sermon or punishment.

This leads us to add a word in regard to football, baseball, and basketball, which are receiving so much attention by pupils in the high school and upper grammar schools. Under proper conditions these games are of much value to the players, in furthering physical growth and development. Unfortunately, the great benefit which might be derived is not gained, because only the few, instead of all, play. Then, too, often the good that might be accomplished is more than balanced by improper practices and attending evils. Frequently too many games are arranged, thus subjecting the players to too great strain. Boys and girls of school age ought not too frequently to indulge in prolonged physical exertion. Too much attention to these games results in lessening the time given to study.

Frequently the desire to beat is so strong that players resort to practices not wholly fair or honest in order to win. Then, too, there is a tendency to gamble on the result of the games—a tendency wholly unfavorable in its influence. Probably the time will come when these games will be regarded as a part of the work of physical training and be as carefully directed by the teachers as any other part of school training. In that way I believe they may be made to yield a much larger measure of physical and moral value.

Under present conditions of home life and school training it is not possible for all boys and girls to secure normal growth and the best physical development without special care. There may not be serious defects or dangerous symptoms, but if there is not abundant evidence that growth is proceeding satisfactorily and that health is good, expert advice is necessary. For this reason I strongly favor annual physical examinations of all pupils. These examinations should be sufficiently thoro to discover marked defects of sight, hearing, circulation, and of nervous and muscular systems. There should also be recorded judgments as to general vitality, nutrition, and similar important matters. The result of these examinations should be furnished to the home for the guidance of parents, and to the school for the information of the teacher.

SUPT. C. E. STEVENS.

Stonham, Mass.

School Building and Ventilation.

A Standard for School Construction.

Architects and builders of schools have it in their power to aid materially in rendering school work efficient or inefficient, safe or unsafe, accordingly as they design and construct sanitary and ventilating equipment, and safeguards against fire. As far as ventilation and sanitation go a school presents a difficult problem, with its various-sized rooms, and constantly changing body of occupants.

Poor ventilation will of necessity cause lassitude, lack of interest, inability to concentrate the attention, and loss of energetic mental application. Good health is absolutely essential in school-rooms, and in order to obtain it good ventilation and sanitary plumbing are necessary. A prominent physician has said concerning this matter: "Hygienic perfection, if anywhere requisite and worthy of earnest effort, is so in our schools, in consequence of the large number of those who spend the whole or part of their days in schools, and the relatively large portion of this number who are in the formative years of life."

Probably one of the hindrances to a more universal insistence on good ventilation and good plumbing lies in the fact that bacteria and vitiation of the air are alike invisible, and an abuse which is not visible to the eye will, in the usual course of events, go neglected until some forcible sentiment is developed against it. The matter of fire protection is in the same class as sanitation and ventilation. All three appeal to the imagination rather than the perception, therefore they have been and are neglected. As regards fire protection, of late a great many school authorities have pinned their faith to fire drills. Wisdom would seem to demand that the schools should be so constructed that the possibility of fire is reduced to a minimum.

The importance of these points has been recognized by the American Society of Heating and Ventilating Engineers, and a committee has prepared the following bill which is in some ways an ideal one. The society would like to see a bill like it adopted in every state. It provides for proper standards of sanitation, ventilation, fire protection, and supervision of school-house construction. School boards would do well to see that all buildings erected under their supervision in the future come up to these standards. Just at present this bill is before the New York legislature. It has the endorsement of ex-State Superintendent Skinner and Architect Snyder, of the New York board of education, and should become a law. The bill reads:

Every school-house hereafter erected in a city or incorporated village within this state shall be provided with a reasonably sufficient number of proper water closets, and lavatories, earth closets, for the use of persons occupying or admitted to such school-house; shall be kept clean and free from all noxious smells or gases arising from any closet, drain, privy, or other nuisance, and shall be provided with proper means for ventilation in such manner that there shall be at all times a sufficient supply of pure air therein.

Prior to the erection or construction of any school-house the person or persons or corporation owning the same shall submit a full and complete copy of the plans, together with a statement in writing of the proposed building, which statement must contain a clear and comprehensive description, properly sworn to by said owner or authorized representative, of those portions of the proposed work which deals with the sanitation, ventilation, and protection from fire of said proposed building. Such detailed statement and copy of the plans shall be submitted to and filed with the health board or other officer or officers having like jurisdiction within an incorporated city or village where said buildings are about to be erected, and in all other places, including any city or incorporated village not having an officer or officers exercising jurisdiction as a board of health or health officer, such detailed statement and copy of plans shall be submitted to and filed with the state board of health. No such school-house or other public building shall be erected or constructed until such specifications and plans shall have been approved

in writing by the board of health or officer exercising jurisdiction thereof, to whom such plans shall be submitted as required by this act. The sanitation, ventilation, and protection from fire of every school-house shall be subject to the inspection of such board of health or other officer exercising like jurisdiction during the progress of such erection or construction, by its or his agents or servants, and shall conform in all things to the reasonable requirements of such board of health or other officer of like jurisdiction.

Every such school-house and public building for which a detailed statement and plans are filed as provided by this act shall be ventilated in such a manner that the quantity of foul or vitiated air exhausted or removed shall be positive and independent of atmospheric changes, and shall not be less than fifteen cubic feet per minute for each person; and the quantity of fresh air admitted shall be not less than fifteen cubic feet per minute for each person that such school-room can accommodate.

It is further made the duty of such board of health, health officer, or other body or person having jurisdiction, to have such inspections made from time to time as may be deemed necessary, to see that the said school-houses and public buildings as are built in compliance with this act are kept and maintained in a proper sanitary condition and that the provisions of this act are complied with.

All school-houses for which plans and a detailed statement shall be filed and approved, as required by this act, shall have all halls, doors, stairways, seats, passage-ways and aisles, and all lighting and heating appliances and apparatus arranged to facilitate egress in cases of fire or accident, and to afford the requisite and proper accommodations for public protection in such cases. All exit doors shall open outwardly, and shall, if double doors be used, be fastened with movable bolts operated simultaneously by one handle from the inner face of the door. No staircase shall be constructed with winder steps in lieu of a platform, but shall be constructed with straight runs, changes in direction being made by platforms; the rise of said staircases shall not exceed eight and one-half inches to a step and shall not be less than nine inches tread, exclusive of the nosing. Handrails shall be provided on both sides of all staircases. No doors shall open immediately upon a flight of stairs, but a landing at least the width of the door shall be provided between such stairs and such door. Every place of public assemblage accommodating five hundred shall have at least two exits of not less than five feet in width, and for every additional one hundred persons or portion thereof to be accommodated in excess of three hundred, an aggregate of twenty inches additional exit width must be allowed.

The stone or brick work of the smoke flues for all boilers and furnaces shall be at least eight inches in thickness and shall be properly capped with stone or other similar material; the inside four inches of said flues shall be of fire brick laid in fire mortar for a distance of twenty-five feet in any direction from the source of the heat.

All smoke flues other than for boilers or furnaces shall be lined on the inside with cast iron or well burnt clay or terra cotta pipe, made smooth on the inside, from the bottom of the flue or throat of the fireplace and carried up continuously to the top of the flue, each section of the pipe to be built in as the flue or flues are carried up, each side of each flue to consist of not less than four inches of brickwork, well bonded together; no flue shall be started or built upon any floor or beam of wood, neither shall any floor, beam, or joist be placed within six inches from the interior of a flue and no wood casing, furring, or lath shall be placed against or cover any smoke flue or metal pipe used to convey hot air or steam, but in the case of flues for hot air or steam this shall not prohibit the covering of said flues with metal lath and plaster with an air-space of seven-eighths of an inch and the placing of the woodwork directly thereon.

No stovepipe shall be placed nearer than nine inches to any lath and plaster or board partition, ceiling, or woodwork, and in the case of furnaces such distance shall be from fifteen to thirty inches unless properly protected with metal, but in no case shall the distance be less than twelve inches. No vertical hot air pipe shall be placed in any stud partitions or in a wood enclosure unless it be at least eight feet distant in a horizontal direction from the furnace. Steam or hot water pipes shall not be placed within two inches of any timber or woodwork.

In the construction of fire escapes the balconies, the floors of which shall be of iron or other hard and incombustible materials, shall be made so as to be easily accessible from the different floor levels and the rails thereof shall not be less than thirty inches in height. No iron ladders shall be used in connection with any fire-escape, but there shall be provided iron stairways with a tread of not less than seven inches and a rise of not more than nine inches, protected with proper iron handrails.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 7, 1904.

Dr. Leipziger's Great Work.

In New York city there has developed under the wise leadership and unswerving devotion of Dr. Henry Leipziger a system of adult education which may well serve as a pattern to the cities of the world. Incidentally it furnishes another evidence of the wonderful power which one man's unselfish persistency in a noble endeavor may acquire in our democratic republic. The free lecture courses carried on under the auspices of the New York city board of education are essentially the fruit of Dr. Leipziger's faith in his ideal. From very modest beginnings some fifteen years since there has grown up a comprehensive organization of university extension. A veritable people's university, under municipal control and forming an intrinsic part of the machinery of public instruction.

Superficially viewed the free lecture system may appear to be merely a device for spreading useful information concerning a variety of respectable subjects. Some short-sighted friends seem to think its purposes exhaustively stated when they pronounce it as a worthy means for stimulating and in measure satisfying the scientific and speculative curiosity of people who would otherwise be unable to accumulate intellectual realty, chattel, and embellishments. But there is more in this movement than appears on the surface. Where, before this great work was started under way, were the many thousands who nightly crowd the lecture halls? What was the range of their interests then, what is it now? One who will take the time to ponder upon these questions will catch a glimpse of the deeper significance of the people's university idea. Close contact with the people attending the lectures and sympathetic observation of the effect upon their lives must convince the most skeptical that he is face to face with a great civic, patriotic, moral movement whose cumulative value to humanity is beyond human ken to estimate.

Here, as in every department of educational endeavor, the spirit animating the corps of workers is everything. In the hands of a lip-serving formalist the organization built up by Dr. Leipziger's enthusiastic loyalty to his vision of a sublime consummation would soon crumble to dry dust. Many towns have copied the mechanism of the system only to lose faith in themselves. "The people here cannot be interested;" "it may work in New York, but in our town it never will;" "we have done exactly as you do in your city, we have even selected our lecturers from Dr. Leipziger's list, but we could not make it go"—and so the list of reported failures might be continued. It is the spirit that quickeneth. Wherever a wise, imaginative, fervent educational leader has been permitted to direct the inauguration of this university extension work, there success has been achieved and the life of the community made richer and nobler.

How well Dr. Leipziger has succeeded in transmitting to his co-workers the ideals stirring within him was brought out unmistakably at last week's reunion and dinner of the free lecture corps of New York city. It was the fourteenth annual event of this nature. Incidentally, it was one of the most delightful gatherings in which it has ever been the editor's privilege to participate. There were present nearly three hundred people, about three-fourths of whom were men. Among so large a number it is but natural that one should find an occasional camp-follower for whom the paltry financial compensation has chief attraction or one who afflicted with mania *loquendi* is reveling in his opportunities. But the veriest cynic cannot help admitting that the corps as a whole is animated by a spirit of solidarity in the promotion of a great cause than which there is none

greater in the whole range of educational endeavor. Neither rains, nor sweeping winter winds, nor darksome and desolate places could deter these lecturers from the pursuit of their labor of love.

Mr. John Lloyd Thomas, who presided as toastmaster at the reunion, is an example of the high type of humanitarian enthusiast identified with the free lecture system. Highly respected in the community, occupying positions of trust and responsibility, his time precious, with social attractions on every hand, he yet has for these many years faithfully continued in the work under Dr. Leipziger's generalship. When he described how waste places in "this metropolitan wilderness" had been made to bloom as a rose because of the blessings spread abroad, one could not but get a clearer vision of the motives pressing onward the educational host under the banner of the people's university.

Work such as is done by the free lecture corps is in a quiet way doing more for the uplift of the people than the noisy furor of the myrmidons of repressionism will ever accomplish. By patiently cultivating the best interests that can be awakened in the masses of the people, and trusting that these will in time supersede ignoble instincts, the people's university has become a most effectual ethical instrument. He who diligently searches may here find the clue to the true means by which education is advanced.

Why Incite to War?

Is it not a pity that so much human energy and enthusiasm should be spent in "no license," "anti-saloon," and similar "anti" crusades? What a magnificent start might be made in the establishment of stations for supplying worthy occupation and entertainment to the people whom poverty of body and mind and lack of opportunity for suitable amusement drives to the liquor shops! There are the schools, with doors closed at night, which might be made the true culture centers for adults as well as children. Half the devotion wasted upon "anti-saloon" agitations turned into constructive effort in the improvement and extension of educational opportunities to the masses would advance civilization fifty times as much. Why must the spirits be constantly incited to battle? Let the swords be turned into plowshares and the prods into trowels. The people are hungering for peace. Let us toil patiently to raise crops and let us build up temples of humanity. Here laborers are needed. The exhilaration of storming forts and tearing down may be wanting, but peace has rewards which surpass the guerdon of war.

Repressive Supervision.

To a humble citizen who weighs things in a balance it must seem strange that Edward J. Goodwin should give up an important high school principalship in New York city, representing practically a life position with the promise of a pension at the end of active service, for a deputy commissionership at Albany. To be sure, it is worth much to be associated with Dr. Draper in the great educational reform which is bound to come with such a leader in charge of affairs. But even that does not explain. The point is to all appearances less secure, and the emoluments are no better. By looking at the actual state of affairs in New York city the puzzle will become less perplexing. A high school principalship here is, generally speaking, a painful thorn in the flesh. Supervising officers are forever meddling. Independence in thought and action is next to impossible. Originality of effort is not encouraged and more often crushed. Passing over the head of a principal and breaking into the *esprit de corps* which should unite a high school faculty and thereby preventing the development of harmonious co-operation is not an unheard-of proceeding. If the principals would freely speak their minds, what a tale they could unfold! Bureaucracy is the evil in New

York city. To be relieved from this is worth the change Mr. Goodwin has made. Let hampering supervision be done away with. Here is where reform is most needed in the system. The meddlesomeness of unsympathetic supervisors is retarding the progress of the schools.

Miss Haley on Teachers' Salaries.

Miss Margaret Haley has won many new and influential friends for the teachers' cause by her vigorous addresses before audiences in New York city and nearby towns. Her earnestness and pluck in presenting the facts in the case in plain and unmistakable terms have greatly increased the number of her admirers in the East. Here are some extracts from one of her addresses which show what Miss Haley is battling to impress upon the people:

"The average salary of the women teachers in the United States is less than \$270 a year. That is less than it costs to keep a horse in New York city. It is less than a housemaid gets. No housemaid will work for less than three dollars a week, and that is low wages for a maid. That makes \$156 a year, and she has her board, room, and washing besides. Of course the great number of teachers in the country schools brings this average down. Teachers in the large cities receive more. But we must take into account the cost of the teacher's equipment; not only her professional preparation, but her academic preparation. In many cities both normal school and high school diplomas are required, sometimes college diplomas, and all this takes years of preparation. Then the teacher has to keep renewing her mental equipment. Her certificates are good only for a certain time and locality, or under certain conditions. She must renew them, and that means study, and she must live while she is studying.

"Again, the teacher's work is so exhausting, so sapping to the vitality, that to keep her freshness and energy and remain successful in the school-room she must have recreation and vacations. They are a part of equipment, necessary to success in her work. They are as much to the children's advantage as to hers, but a nervous teacher makes a nervous school. I do not oppose this demand for equipment, the higher the standards are raised, the better, but I believe in paying for it. I believe an average of \$270 a year is too low for what is demanded of the teacher. I believe the average teacher ought to earn more than the average housemaid. I believe the American nation is rich enough to be ashamed of any such sum handed out to its teachers.

"The National Federation of Teachers considers it a disgrace and a scandal, and the teachers of the United States are waking up to the same feeling. Letters come to me from every state in the Union, asking me to come and organize the teachers. We have organized the National Federation of Teachers and it is gathering in the teachers by the thousands. It proposes, first of all, to raise the average of \$270. How will we do it? By laying this matter before the American public. The National Federation proposes to find out if the American people really cares for its public school system, or if this is only a tradition. It will appeal to the people thru the press, thru organized effort, and thru participation in political campaigns.

"That the people will respond, that things can be accomplished, is proved by results in Chicago. The Chicago board of education in 1900 cut the teachers' salaries in the middle of the year, and closed the schools for a week at the teachers' expense. The reason given was lack of money. The teachers went into the courts and compelled the corporations using the streets to pay a share of their lawful taxes on the value of this privilege; that is, their franchises. The decision of the Illinois supreme court in the teachers' tax case established the fact that the franchise rights in the streets of Chicago are worth \$200,000,000 to the street railways, gas, electric light, and telephone companies. When the teachers began their work not one dollar of this was paid."

Los Angeles Salaries Raised.

The Los Angeles, Cal., board of education has raised the salaries of the city school teachers an average of \$40 a year. This action was taken as the result of a petition which has been circulated thruout the city. The new salary schedule is embodied in this resolution:

Resolved, that the following schedule of salaries be adopted for teachers of primary or grammar grades or sloyd and cookery, for the year 1904-5: Less than one year's experience, \$60 per month; one year and less than two years, \$64; two years and less than three years, \$68; three years and less than four years, \$72; four years and less than five years, \$76, which shall be the maximum for teachers of second and third grades; five years and over, for the other grade teachers, \$80 per month. Substitutes: Primary and grammar grades, for the time actually taught, \$3 per day; half-day teachers on the regular list, \$6 per month less than the foregoing schedule, and substitutes in primary and grammar grades, half-day sessions, \$2.70 per day. Boys' evening school, principal, \$60 per month; assistants, \$40. Teachers of ungraded rooms, \$90 per month.

Women Teachers May Marry.

In the future women teachers in the New York city school system may marry without losing their positions. The board of education has canceled its by-law prohibiting such marriages. Mrs. Vandewater, the only teacher who has been dismissed on this ground, has been reinstated. In offering the resolution to reinstate her the committee on elementary schools argued that it was useless to attempt to put teachers out of the schools for marrying in view of the decision handed by the court of appeals. The invalidated by-law on the marriage of teachers reads:

"No woman principal, head of department, or member of the teaching or supervising staff shall marry while in the employ of the board of education." Despite this prohibition the board will take no action against such women teachers as marry. Teachers may marry all they want to.

Berea Will Stay.

A paragraph in a recent issue of THE SCHOOL JOURNAL touching the work of Berea college calls for a correction and an explanation, for which we are indebted to Dr. William Goodell Frost, the president of Berea, who writes:

"The institution was founded by anti-slavery Southerners before the war and has admitted colored students of good moral character who could pay their bills and pass examinations, ever since 1866. There has been no trouble in Berea from this arrangement. But the wave of fanaticism which has been sweeping over the South struck the Kentucky legislature this winter and they passed a law forbidding the education of white and colored students in the same schools. Their right to make such a prohibition for a school supported by the state is unquestioned. To apply such regulations to other schools seems an invasion of the constitutional rights of teachers, institutions of learning, and pupils. At all events it seems a part of good citizenship that we should have our constitutional rights defined. The very object of having a constitution is to limit ill-advised legislation.

"At the recent meeting of our trustees no motion was made regarding removal from the state, but on the contrary it was voted that the work of construction on our new chapel should be continued. The trustees passed the following resolutions: 'RESOLVED: That the board of trustees cause appropriate proceedings to be instituted to test the constitutionality of the act of the legislature of Kentucky, passed on the 12th day of March, 1904, and known as House Bill No. 25, and that the legal rights of Berea college be determined by action of the courts.'"

A Good Move.

The Wisconsin State Teachers' Association has appointed a permanent committee on teachers' salaries. The members of the committee are: A. H. Sage, of Oshkosh; John F. Lamont, of Wausau; Dr. B. H. Meyer, of Madison; Mrs. Mary D. Bradford, of Stevens Point; Miss Margaret Canty, of Milwaukee; H. L. Terry, of Waukesha; F. S. Hyer, of Manitowoc.

New York State Appointments.

On April 26 the new New York state board of regents met at Albany and organized with Whitelaw Reid, of New York city, as chancellor, and St. Clair McKelway, of Brooklyn, vice-chancellor. In accepting his office Mr. Reid made a brief address in which he said: "The legislature has reduced our numbers, while it enlarged our sphere and increased our powers. As we begin this new career may it be with the high resolve that the future record of the board shall be worthy of its honored past, and as new occasions bring new duties we shall strive to rise to their full height."

As a result of this meeting it is settled that neither former State Supt. Charles R. Skinner nor his deputy, Danforth E. Ainsworth, will be continued in the state's educational work. It is stated that Mr. Skinner is to receive an appointment as secretary to the barge canal advisory commission at a salary of \$4,000 a year.

Dr. Draper, after the regents' meeting announced the following appointments: First assistant commissioner, Howard J. Rogers, at present chief of the department of education at St. Louis; second assistant commissioner, Edward J. Goodwin, of New York city; third assistant commissioner, Augustus S. Downing, New York city. All the assistant commissioners receive of \$5,000 a year.

Mr. Goodwin is a native of Maine and a graduate of Bates college. He was principal of the Newtonville, Mass., high school for ten years and is at present principal of the Morris high school, New York. Mr. Downing is a graduate of Pennsylvania college, and is principal of the New York City Training School for Teachers.

Dr. Draper announced that only twelve of the twenty supervisors and inspectors in the former departments of education will be retained.

Dr. Melvin Dewey was appointed director of libraries and John M. Clarke director of science work.

The appointments of the following heads of administrative departments were made: Accounts, William Mason; attendance, James D. Sullivan; examinations, Charles F. Wheelock; inspections, Frank H. Wood; law, Edward N. Holbrook; statistics, Hiram C. Case.

More Time for Study.

Supt. William H. Maxwell recently spoke before the Brooklyn principals upon some of the school problems of New York city. He criticised the amount of home work given in the schools and the present method of recitation. He said in part:

"Among the most important questions of school management is that of training the children to think and study for themselves. When we consider what a small portion of his life the child spends in school and how long a time he will have after leaving school to study and keep on learning, we should be impressed with the very imperative duty of training him in the art of study. We are burdened, however, with the traditional idea that the chief business of the school is the imparting of information, and the testing to see whether the information has been retained. Lessons are given out for home work which the young people do not know how to study. They waste time and effort, and their school experience falls short of adequate service.

"Upon the principals and teachers devolves the duty of rendering the school day more effective in training the child to think and to study. Why should it not be our chief concern to teach a child how to study? Why should we not reduce by one-half the amount of reciting and increase two-fold the amount of studying he does in school? I recommend a trial of the Western schools'

plan, in which the class is divided into two parts. While one half recites, the other half studies.

No Race Problem Here.

Pres. Samuel Tyndale Wilson, of Maryville, Tenn., college, recently spoke in New York on educational work among the Kentucky and Tennessee mountaineers. He said: "The lower Appalachian region is the only one in the South with 2,000,000 persons in it that has not a race problem. But while there is no race problem there is an Appalachian problem, arising from the ignorance and provincialism of the people, and it is best known thru feuds lasting many years and costing many lives. These people are of pure Scotch-Irish descent, strong in character despite their illiteracy, and they are to be the great reserve of American strength. Education will transform them, and give them their place in national affairs, a place that they have never taken, except during the brief interval of the civil war."

Hampton's Anniversary.

The thirty-sixth anniversary of Hampton institute was celebrated on April 20 by special exhibitions of school work and a reception to the Northern educators who recently visited the South under the guidance of Robert C. Ogden. Mr. Ogden presided at the formal exercises and welcomed Governor Montague, of Virginia, who was the principal speaker. Governor Montague spoke of his desire to do the wise thing and the just thing as between man and man for the colored people.

"This school," he said, "is doing more for the progress and the uplifting of the negro than any other institution on American soil. It is working to democratize education. One trouble with our Southern people has been the situation prevailing before the war, when education was confined to a leisure class. After the war our people who had no means held the notion that learning was a short cut to leisure. The idea that education was something to put one to work and not to get one out of work never crossed their mind. You teach here by example that no people can rise that shuns work; that work is dignifying, noble, and uplifting. Now, one problem is centered in this fact: of one hundred pupils not more than one stays in school after the age of fourteen. What kind of an education is best for the ninety-nine? I hold it evident that universal suffrage without universal education is a contradiction of terms."

Addresses were also made by Prin. H. B. Frissell, of Hampton; Pres. Charles D. McIver, of the North Carolina Normal college; John Graham Brooks, of Cambridge, Mass.; Dr. S. C. Mitchell, of Richmond, Va., college, and Prof. Francis G. Peabody, of Harvard university.

Better Organization of Deaf Institutions.

In his eighty-fifth annual report, Pres. Charles A. Stoddard, of the New York Institution for the Deaf and Dumb, recommends that the laws be changed so that the state superintendent of public instruction shall have exclusive supervision of the education of deaf children. In the eighty-five years of its existence this institution has provided education for 4,004 children and now has 464 pupils. Of these 204 were born deaf and ninety-three more lost their hearing before they were two years old. Among the causes were cerebro-spinal meningitis, brain fever, scarlet fever, and measles.

In commenting on the eclectic system of instruction for deaf children, Enoch H. Currier, the principal, writes: "The system of instruction pursued during the year has been eclectic; indeed it seems not to require argument that only by the use of a broad plan, suited to the needs of the individual, can successful results be expected in the case of deaf children. The deaf child is isolated from society, without knowledge of the hopes and privileges of humanity. To lead out from such an environment is the effort of this special school. Thru its offices, he is brought into the intercourse with people and becomes, in common with his more fortunate hearing brother, a partaker in all the responsibilities and privileges of life in the great world."

War Pension Roll.

The recent discussion regarding pensions has brought out facts of the enormous cost of the system. One million names are on the pension roll and the total payments are \$137,000,000 each year. The pensioners of all our wars except the Civil war, including the Spanish and Philippine troubles, number 32,000. Thus the Civil war pensioners number 964,000. The pension payments from July 1, 1865, to June 30, 1903, amounted to \$2,924,178,145; the cost of administering the pension law for that period was \$95,647,934, making a total expenditure on the pension account of \$3,037,826,080. The national debt on January 1, 1866, was approximately \$2,750,000,000, or \$250,000,000 less than has since been paid in pensions. The interest bearing debt at present is \$918,000,000.

How Little to Eat.

A feature of the recent meeting of the National Academy of Sciences at Washington was the description of the series of experiments recently conducted at Yale to determine whether the average person does not eat too much. Prof. Russell H. Chittenden, who conducted the experiments, stated that the average healthy man eats from two three times as much as he needs to keep him in perfect physical and mental health and vigor. Three classes of men were experimented upon including professors, students, and a squad of United States soldiers. There was a gradual reduction of meat and other proteid foods, with little if any increase in starch and other foods in nearly all the tests. No fixed regimen was required in any case, the endeavor being to satisfy the appetite of each subject. In only one case was meat entirely eliminated from the diet.

At the end of the experiments the entire lot of men were in the best of health. Their weight was almost exactly the same as when the experiments were begun. Their bodily vigor was greater and their strength much greater, partially owing to regular physical exercise, and partially to the smaller amount of food eaten.

The daily consumption of food at the close of the experiments was only from one-third to one-half as much as the average man eats.

The Bird in the Bush Worth More.

To the real nature lover the bird in the bush is worth much more than the bird in the hand, because the nature lover is not after a specimen; he is after a living fact; he is after a new joy in life, says John Burroughs in *Country Life in America*. It is an important part, but by no means the main part of what ornithology holds for us, to be able to name every bird on sight or call. To love a bird, to appreciate its place in the landscape and in the season, to relate it to your daily life, to divine its character, to know it emotionally in your heart—that is much more. To know the birds as the sportsman knows his game; to experience the same thrill, purged of all thoughts of slaughter; to make their songs music in your life—this is, indeed, something to be desired.

"The same with botany: I regard its class-room uses as very slight: The educational value of the technical part is almost nil. But the humanizing value of the love of the flowers, the hygienic value of a walk in their haunts, the esthetic value of the observation of their forms and tints—these are all vital. The scientific value which attaches to your knowledge of the names of their parts or of their families—what is that? Their habits are interesting; their means of fertilization are interesting; the part insects play in their lives—the honey-yielders, the pollen-yielders, their means of scattering their seeds, and so forth—all are interesting. To know their habitats and seasons; to have associations with them when you go fishing; to land your trout in a bed of bee-balm or jewel-weed; to pluck the linnæa in the moss on the Adirondack mountain you are climbing; to gather pond lilies from a boat with your friend; to pluck the arbutus on the first balmy day of April; to see the scarlet lobelia lighting up a dark nook by the

stream as you row by in August; to walk or drive past vast acres of purple loose-strife, looking like a lake or sea of color—this is botany with something back of it, and the only place to learn it is where its subjects grow. The botany that trails the days and the season and the woods and the fields with it—that is the kind that has educational value in it.

"I confess I have not much sympathy with the laboratory study of nature, except for economic purposes. Nature under the dissecting knife and the microscope yields important secrets to the students of biology, but the unprofessional students want but little of all this. I know a young woman who took a post-graduate course in biology at a noted summer school, and the one thing she learned was that certain bacilli were found only in the aqueous humor of the eyes of white mice. The world is full of curious facts like that, that have no human interest or educational value whatever."

A Plea for the Home Garden.

"Our cities and towns, without number, have the architect for house and for landscape," writes George W. Cable in the *May Scribner's*; "we have the nurseryman, the florist; we have parks, shaded boulevards, and riverside and lakeside drives. Under private ownership we have a vast multitude of exactly rectilinear lawns, extremely bare, or else very badly planted; and we have hundreds of thousands of beautiful dames and girls who 'love flowers.' But our home gardens, our home gardeners, either professional or amateur, where are they? Our smaller cities by scores and our towns by hundreds are full of home-dwellers each privately puzzled to know why every one of his neighbors' houses, however respectable in architecture, stares at him and after him with a vacant, deaf-mute air of having just landed in this country, without friends.

What ails these dwellings is largely lack of true gardening. They will never look like homes, never look really human and benign, that is, until they are set in a gardening worthy of them. For a garden, which alike in its dignity and in its modesty is worthy of the house around which it is set, is the smile of the place.

I lately heard a lady ask an amateur gardener, 'What is the garden's foundation principle?'

There was a certain overgrown pomp in the question's form, but that is how she very modestly asked it, and I will take no liberty with its construction. I thought his reply a good one:

"We have all come up from wild nature. In wild nature there are innumerable delights, but they are qualified by countless inconveniences. The cave, tent, cabin, cottage, and castle have gradually been evolved by an accretion and orderly combination of defences and conveniences which secure to us a host of advantages over wild nature and wild man."

National Aid Needed.

One of the last speeches delivered at the recent Conference of Southern Education was that of Dr. S. C. Mitchell, of Richmond, Va., in which he declared in favor of national help for education in the South. This utterance caused considerable discussion at the conference, and it received the almost unanimous endorsement of the educators. Dr. Mitchell declared that the people of the South had come to the forks of the road in the matter of education, and that it was now a matter of evolution or revolution. Those who would repress the negro and who had held that he was best when uneducated had a strong following. It was likely that they might break forth at any time. Gorman, Temple, and Tillman represented this idea, but were themselves patriotic citizens working in the wrong direction. Opposed to them were the churches, schools, and press of the South, who saw that the only safety was in uplifting the negro. It was absolutely necessary that the nation should give aid to the cause of education in the South, where the white men in counties that really have not enough money to educate the whites had been taxed to the limit of their ability to pay.

The Louisiana Purchase Exposition.

St. Louis Fair Opened.

The Louisiana Purchase Exposition was opened auspiciously at St. Louis on April 30. The day before, William H. Taft, secretary of war, representing the president, and Gen. A. R. Chaffee, representing the army, were received by President Francis and the exposition officials. The navy was represented by the United States gunboat Nashville and the torpedo boat destroyer Lawrence. Many governors of states and notable foreigners were present. In his address Secretary Taft said:

I am sure I may be pardoned if I invoke attention to the fact that we have at this, the centenary of the purchase of Louisiana, entered upon another and a different kind of expansion, which involves the solution of other and different problems from those presented in the Louisiana Purchase. They have been forced upon us without our seeking, and they must be solved with the same high sense of duty, the same fearlessness and courage with which our ancestors met the very startling problems that were presented by the addition of this wide expanse of territory of Louisiana. That they may not and probably will not be solved by conferring statehood upon the new territory is probable. Augurs of ill and ruin to follow from the experience and the solution of the problem are not wanting, but they never have been wanting in the history of this country, and they never have been allowed to control the fearless grappling of new problems by Americans.

We have probably reached a period, in the great wealth and power which we have achieved as a nation, in which we find ourselves burdened with the necessity of aiding another people to stand upon its feet and take a short cut to the freedom and the civil liberty which we and our ancestors have hammered out by the hardest blows. For the reason that this centennial of the Louisiana Purchase marks the beginning of the great Philippine problem, the government of the Philippine islands has felt justified in expending a very large sum of money to make the people who come here to commemorate the vindication of one great effort of American enterprise and expansion understand the conditions which surround the beginning of another.

Those who look forward with dark foreboding to the result of this new adventure base their prophecies of disaster on what they think is the weakness of the American people. Those who look forward to its success base their judgment and their optimism on what has already been accomplished in the islands and on what they know the American nation can do when an emergency and an inevitable necessity present themselves. Without being blind to the difficulties or the dangers, it gives me the greatest happiness to know and to say that the president of the United States, whom I unworthily represent to-day, is glad to take his stand among those who believe in the capacity of the American people, when aroused by the call of duty, to solve any problem of government, however new, which depends solely on the clear-headedness, the honesty and the courage, the generosity and the self-restraint of the American people.

The music of the hymn sung by a choir at the opening exercises was by John Knowles Paine, and the words by Edmund Clarence Stedman. Here is the poem:

HYMN OF THE WEST.

(Copyright, 1904, by Robert Allan Reid.)

O Thou, whose glorious orbs on high
Engird the earth with splendor round,
From out Thy secret place draw nigh
The courts and temples of this ground:
Eternal Light,
Fill with Thy might
These domes that in Thy purpose grew,
And lift a nation's heart anew!

Illumine Thou each pathway here,
To show the marvels God hath wrought
Since first Thy people's chief and seer
Looked up with that prophetic thought,
Bade Time unroll
The fateful scroll
And empire unto Freedom gave
From cloudland height to tropic wave.

Poured thru the gateways of the North
Thy mighty rivers join their tide,
And on the wings of morn sent forth
Their mists the far-off peaks divide.
By Thee unsealed,
The mountains yield
Ores that the wealth of Ophir shame,
And gems enwrought of seven-hued flame.

Lo, thru what years the soil hath lain
At thine own time to give increase—
The greater and the lesser grain,
The ripening boll, the myriad fleece!
Thy creatures graze
Appointed ways;
League after league across the land
The ceaseless herds obey Thy hand.

Thou, whose high archways shine most clear,
Above the plenteous Western plain,
Thine ancient tribes from round the sphere
To breathe its quickening air are fain;
And smiles the sun
To see made one
Their brood thruout Earth's greenest space,
Land of the new and lordlier race!

World's Fair Notes.

A pile driver made by the boys of the Hamburg Place school at Newark, N. J., is a feature of that city's educational exhibit.

The Manhattan Trade School for Girls, New York city, is represented by work in dressmaking, millinery, and domestic science.

Work done by pupils in the technical and art schools of Ireland shows what is being done in that country in the educational field. The system of teaching is intended to lay a foundation of useful knowledge in the primary school. The exhibit contains specimens of enameling, mosaic, tapestry, and stained glass.

A mint to be used in exemplifying the coining process has been sent from Philadelphia.

One feature of general interest is the Japanese exhibit of diminutive trees, only two or three feet high, although several hundred years old.

The Union school, of Depew, N. Y., has sent six notable industrial charts in its exhibit. The charts illustrate the steel, rubber, aluminum, coal, silk, and wax industries.

Abe Lincoln's School.

A drawing of a crude log school-house, in which Abraham Lincoln studied about 1820, is a part of Indiana's educational exhibit at the St. Louis exposition. The drawing shows both the exterior and interior and was made by a pupil in the Chrisney schools after a description by Redman Grigsby, an old inhabitant. The drawings show that the school-house was an unpretentious affair. It was made of logs, was twenty feet long, eighteen feet wide, and ten feet high. In one wall was a door six feet high and in another was an aperture eight feet long and two feet wide which was covered with greased paper and used as a window. The crevices between the logs were filled with mud. On one side of the room was a long bench used for those studying writing. The benches were hewn from saplings and were supported by wooden pegs. The only chair in the room belonged to the teacher.

Manufactures Building, St. Louis Exposition.

The manufactures building lies in the center of lagoons, cascades, and hanging gardens on the main boulevard of the exposition grounds. It is developed in the Corinthian order of architecture, and has a northern frontage of 1,200 feet, with a depth of 525 feet. The cost of the building was \$850,000. The interior has been laid out with courts of simple and pleasing proportions, with sufficient decoration to break the monotony of the walls. Opportunity for mural decoration is given on the outside walls back of the column treatment. The building will house exhibits of manufactures and manufacturing processes.

How to Spend the Summer Vacation.

Nova Scotia and the Bras d'Or Lakes.

Two weary schoolmarms sat on opposite sides of a coal stove drying damp feet and bedraggled skirts, waiting meanwhile for a boarding-house supper-bell to ring. Without, the rain poured steadily, unsympathetically. Within, sundry odors from the precincts of the kitchen indicated a coming feast, or fast, of hash flavored with onions.

"Oh, would that I were in Halifax," sighed the Fifth Grader at the right side of the stove.

"Let us go," responded she of the left side with alacrity.

"At once," was the sarcastic reply.

"But I mean it, you know," said the more enthusiastic member. "I should like nothing better than a trip to Nova Scotia next summer."

That was the beginning. The trip to Nova Scotia was a dream and plan of two teachers all last spring, and the teachers and their children have been reaping the benefits ever since. A letter and a two-cent stamp brought from Boston a folder and map of the steamship line, with routes, prices, and times indicated. The Evangeline country was left for a second trip. Halifax, Hawkesbury, and an inland sail to Baddeck was the route decided upon.

It was all as much fun as a European journey. Long coats were purchased instead of spring jackets. Yachting caps took the place of new Easter hats. Thick gloves, strong boots, veils, steamer rugs, stout skirts and flannel shirt waists, and warm underwear were all the clothing required. The basket of fruit and the box of ship biscuit, presented by friends, that greeted the two teachers as they entered their stateroom on the "Halifax" proved most welcome, for they took the place of supper when the boat was tossed by real ocean waves.

It was noon of a hot July day, when the Halifax steamed out from the dock and down beautiful Boston harbor. Stifling as the air of the city had been, in an hour the long coats were called into requisition, and in an hour more the steamer rugs were welcome too. And oh, what a rest it all was! One could think only of the old doggerel—

"If all the world were water,
And all the water ink,
What could a poor old man do,
But scratch his head and think!"

The staterooms opened directly on the upper deck, easy chairs were numerous, and there our tired teachers sat for two whole days—when they were not asleep—holding novels in their laps, but never reading, and too lazy even to dream. Not a daily paper, not a chick nor a child in sight, nothing but water, sky, and the people on board ship to hold one's attention. Occasionally the gleam of a fish would be seen as it leaped from the water and was concealed again in the depths. Porpoises—the only semblance of a school revealed on the trip—blew, and played about the boat once or twice. And when first the low, blue line that marked the Nova Scotia coast was seen the excitement was really amusing.

Halifax is certainly a garden for the gods. Quaint, old, and ugly in buildings, it is beautiful as Mt. Zion for situation. Never, never could one describe or forget that magnificent view from the top of the hill. Fifty cents for a seat in the big visitors' bus will show one every point of interest about the city: The old Martello tower, built to keep away the Indians long before the British evacuated Boston and retreated to Halifax in Revolution days. The lovely park where heather—as Scotch as all Nova Scotia is—sends up its pink shoots thru the grass. And again and again the magnificent harbor whose basin would hold all the navies of the world at

one time, and Tommy Atkins, giddy in scarlet and gold, here, there, and everywhere, to add to the picturesque of it all. There is only one Halifax in all the world!

But the boat had to leave Halifax for Cape Breton, and with a little sigh of regret our travelers went too. One more night on board the boat, and at five the next night they steamed slowly up another bay to Hawkesbury.

Baddeck and the Bras d'Or lakes have been famous since Charles Dudley Warner "discovered" them and told us of "Baddeck and that Sort of Thing." In preparation for the journey this book had been suggested by the town librarian, and after its perusal there was nothing but a side-trip thru Bras d'Or for the teacher travelers. A tiny boat—tiny beside the "Halifax," steamed down the bay once more, around the point, and up the Bras d'Or lakes. If you want to know what it



From "Jane and John," by Elizabeth Polhemus.
(Little, Brown & Co., Boston, Mass.)

sounds like read what Warner says. If you want to know the fun of it all, go yourself. The lake boat was small, but it was large enough to serve a supper to thirty hungry people, at one long table and all at once.

It does not seem as if there could be anywhere else such delicious fish as one enjoys in Cape Breton island. Or is it the appetite? Such salmon never finds its way to the tin cans from which we take a greasy yellowish-pink concoction which we designate by that name. And the lakes are so quiet and restful, and Baddeck is such a dear, sleepy old town! For six hours a day and for ten happy days, two teachers sat beside the salt water of Little Bras d'Or—which is really only an arm of the sea—and listened, with hardly a thought, to the lapping of the tiny waves. Each day they asked at the queer stone postoffice for the letter which they knew would not be there. Each night they retired to most delicious rest in the private house where they were boarded for six dollars a week each. At the foot of the hill George Kenan's cottage could be seen, while across the bay on a point of land, Alexander Graham Bell, in his summer home, was studying the possibilities and probabilities of the flying machine.

On Sunday they went to a Gaelic church. For on this very continent of North America there is one little church whose minister preaches in Gaelic, where Gaelic hymns are sung, and where every man, woman, and child reveres the rich, half-forgotten tongue as one of the bits of old-world life to be cherished sacredly. Baddeck is truly Scotch. Everybody in town has a Mc attached to his name. But everybody in Baddeck is glad to see the summer visitors, and to show them all there is of their quaint little town.

It was not an expensive trip. In fact it cost so little that the Evangeline land will be visited this year. Fifty dollars for a summer vacation is fifty dollars invested in health. The money is ready for Evangeline land, the tickets are bought, the state-room engaged, and "the murmuring pines and the hemlocks"—via Digby and St. John—will be seen this year by two happy, anticipatory teachers, who have sat and planned and dreamed, for

more than six months, on opposite sides of a coal stove whose rosy light reminded them ever and again, of halcyon days beyond Halifax.

A Floating School.

Plans have been completed for a "floating Chautauqua" on the Chicago river, for the instruction of school children in the geography and geology of the city and the methods of carrying on commerce. Two steamers will be hired by Prin. William W. Watt, of the Graham school, the promoter of the project, as soon as the summer vacation begins. Lecture rooms will be fitted up on the freight decks for the accommodation of 200 pupils. The boats will make three trips daily. One journey will be down the Chicago river every morning. Afternoons the vessels will cruise along the city water front.

Railroad Rates to St. Louis.

Exceptionally low rates to St. Louis will prevail in all parts of the country from the present time until November 15. After several conferences with the Southwestern Passenger Association, and the Western Passenger Association, Mr. C. L. Hilliary, the exposition traffic manager, has been authorized to announce the rates established.

The following rates will prevail in the territory covered by the Southwestern Passenger Association:

Season tickets, eighty per cent. of double the one-way fare. No season ticket will be sold where the rate is less than \$3. Tickets will be on sale up to November 15, with final return limit December 15. Sixty day tickets one and one-third regular fare; minimum rate \$5. Tickets on sale up to November 20 with final return limit sixty days from date of sale, but not later than December 15. Ten day tickets, one and one-fifth fare; cost of ticket not to exceed one fare plus \$2; no ticket to be sold for less than \$3. Tickets on sale April 27 to November 30, final return limit ten days, but not later than December 5. Coach excursion tickets will be sold at the rate of seventy per cent. of the regular one way fare; no ticket to be sold for less than \$5. These tickets are limited to five days from points north of Texas, and to seven days from points in Texas. The tickets are not good in parlor or sleeping cars.

In the territory of the Western Passenger Association the following rates are fixed:

Season tickets will be sold up to November 15, final return limit December 15 at rate of eighty per cent. the one way standard fare, minimum \$3. Sixty-day tickets will be sold from points from which the one way standard fare to St. Louis is \$3.75 or less, at eighty per cent. of double the one-way fare, maximum round trip \$5. From points from which one-way rate to St. Louis is more than \$3.75, rate will be one and one-third one way fare for round trip; tickets on sale up to November 20, good returning within sixty days from date of sale, but not later than December 15. Ten-day tickets from points from which the standard one-way fare is \$8 or more, rate will be one and one-fifth standard fare for round trip, minimum \$10 up to November 30, returning not later than December 15. All tickets passing thru St. Louis will permit stop-overs of ten days at that point.



Platterkill Cove, N. Y. Courtesy of the *Four Track News*, New York City.

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THE LONG SUMMER VACATION affords the teachers of the United States, who number nearly half a million, a glorious opportunity to become familiar with some of the wonders of the land in which we live. Every teacher is planning for some special trip as a means of study or pleasure. This year many delightful trips have been arranged in connection with the National Educational Association convention to be held in St. Louis, June 28-July 2. Other excursions of interest will be features of the meetings of the various teachers' associations, among them the state conventions of New York, Pennsylvania, Ohio, Arkansas, Maryland, Kentucky, Virginia, Tennessee, Georgia, and others.

Teachers who attend the summer schools, which are located in every state, or the great summer institutes, such as Martha's Vineyard Summer Institute and the one at Chautauqua, will have an excellent opportunity to become acquainted with the scenery and natural history of the localities where these are situated. Then there are the splendid opportunities of recreation, sight seeing, and good fellowship of personally conducted tours abroad. The vacation outings add largely to the interest which the teacher carries back to the school-room in the fall.

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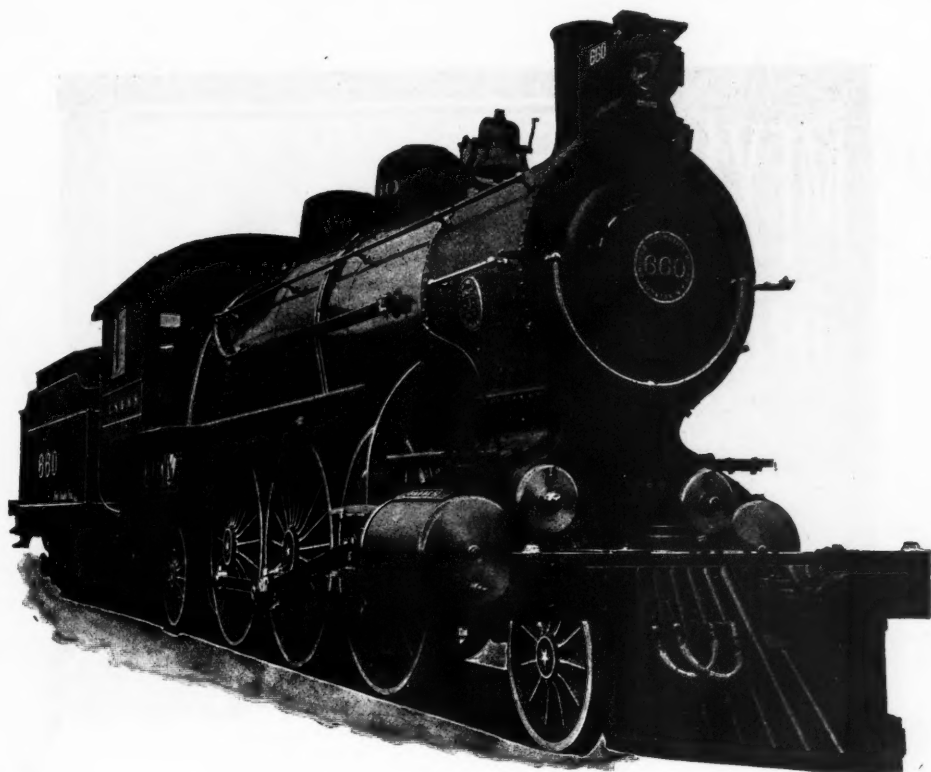
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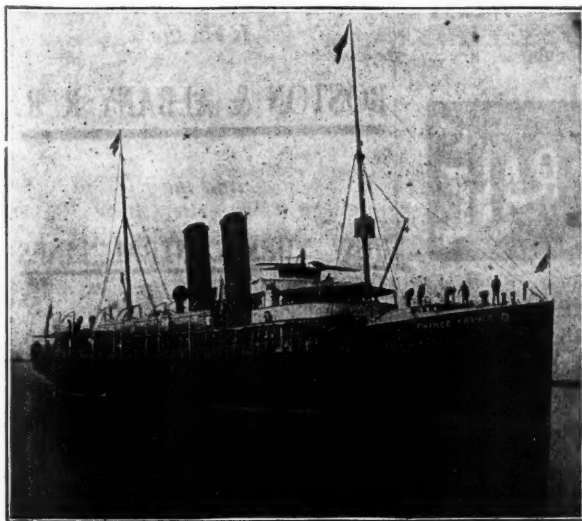
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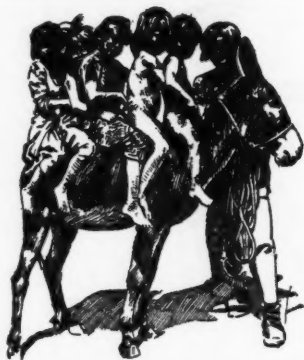
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Jacksonville, Fla.—Interstate Sugar Cane Growers' Association, May 3, 1904. Washington, D. C., to Jacksonville and return \$22.90.

Knoxville, Tenn.—Summer School, June 26, July 5, 11, 18, 25, 1904. Washington, D. C., to Knoxville and return, \$15.45.

Los Angeles, Cal.—General Conference Methodist Episcopal Church, April 22-30, 1904. New York to Los Angeles and return \$67.00.

Monteagle, Tenn.—June 30, July 19-30, August 1, 5, 6. Washington, D. C., to Monteagle and return.

Atlanta, Ga.—Southern Vehicle Association, May 10-12. One and one-third fare.

Chattanooga, Tenn.—Supreme Lodge Ancient Order United Workmen, June 9-15. One and one-third fare.

Atlanta, Ga.—American Association of Nurserymen, June 18-22. One and one-third fare.

Atlanta, Ga.—American Hardware Manufacturers' Association, May 21, 22, 23, 1904. Washington, D. C., to Atlanta and return, \$17.75.

Nashville, Tenn.—Annual meeting Southern Baptist Convention and Auxiliary Societies, May 10-12, 1904. Washington, D. C., to Nashville and return, \$20.20.

Nashville, Tenn.—Peabody Normal summer school, June 5-18; July 3, 1904. Washington, D. C., to Nashville and return, \$20.20.

San Francisco, Cal.—National Association Retail Grocers of the United States, April 22-30, 1904. New York to San Francisco and return, \$67.00.

St. Louis, Mo.—Louisiana Purchase Exposition, May-November, 1904.

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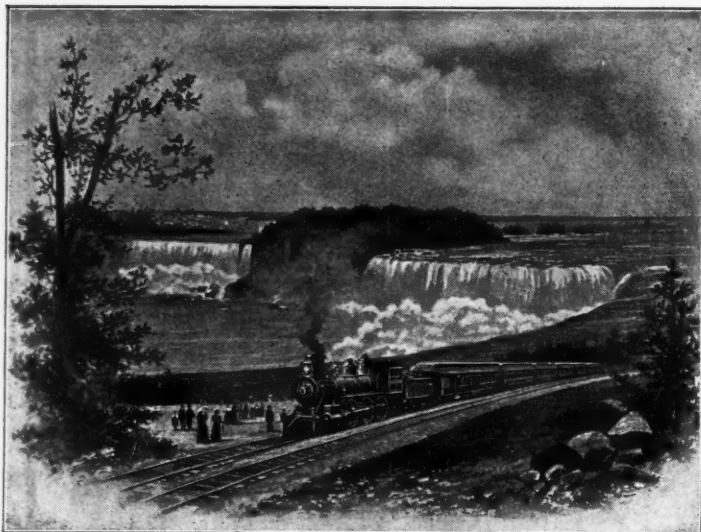
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Camphor.

Since Japan has made the production of camphor a monopoly (she owns the island of Formosa, where it is produced) this commodity is sure to rise in price. As it is an ingredient of smokeless powder, celluloid, India ink, and many medicines, it is of importance. The tree from which it is made is an evergreen. It belongs among the laurels and it grows to be some fifty feet high. The tree is cut down and made into chips, which are then boiled in water. The gum rises to the top and is skimmed off. The government requires a tree to be planted for every tree cut down.

Coming Meetings.

May 10-13.—Western Drawing Teachers' Association at Milwaukee. Miss M. Emma Roberts, of Minneapolis, Minn., president.—Miss Eunice Bannister, of Peoria, Ill., chairman of executive committee.

June 13-15.—National Conference on the Education of Backward, Truant, and Delinquent Children, at Portland, Maine, F. H. Nibecker, chairman, Glen Mills, Pa.

June 21-23.—South Arkansas Teachers' Association. George W. Mason, of Junction City, president.

June 28-July 1.—National Educational Association, at St. Louis, Mo. Dr. John W. Cook, De Kalb, Ill., president; Irwin Shepard, Winona, Minn., secretary.

June 29, 30-July 1.—Oregon State Teachers' Association at Portland. D. A. Grout, Portland, president; G. W. Jones, Salem, secretary.

July 5-8.—American Institute of Instruction at Bethlehem, N. H. Charles H. Keyes, Hartford, Conn., president; William C. Crawford, Boston, Mass., secretary.

July 26.—American Story Tellers' League at Knoxville, Tenn. R. T. Wyche, Greensboro, N. C., president.

Summer Schools.

July 12-Aug. 16.—Martha's Vineyard Summer Institute. Address William A. Mowry, Hyde Park, Mass.

July 26-Aug. 11.—New School of Methods in Public School Music at Boston. Address American Book Company, 100 Washington square, New York city.

July 4-July 16.—The New School of Methods in Public School Music at Chicago. Address American Book Co., 521-523 Wabash avenue, Chicago, Ill.

July 4-July 16.—National Summer school at San Francisco. Address Ginn & Company, 325 Sansome street, San Francisco, Cal.

July 25-Aug. 6.—National Summer school at Chicago. Address Ginn & Company, 378-388 Wabash avenue, Chicago, Ill.

July 9-Aug. 19.—Chautauqua Summer schools at Chautauqua, N. Y. Address the Chautauqua Institution, Chautauqua, N. Y.

July 12-29.—American Institute of Normal Methods at the New England Conservatory of Music, Boston, Mass. Address Albert E. Carr, 221 Columbus avenue, Boston, and Edgar O. Silver, 85 Fifth avenue, New York.

July 12-29.—American Institute of Normal Methods at Northwestern university, Evanston, Ill. Address Frank D. Farr, 378 Wabash avenue, Chicago.

July 6-Aug. 17.—Summer session of Columbia university at New York city. James C. Egbert, Jr., director.

July 7-Aug. 19.—Cornell university summer session, at Ithaca, N. Y. Address the Registrar.

July 5-Aug. 13.—Harvard Summer school, at Cambridge, Mass. Address J. L. Love, secretary.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Discontinuance of School.

According to a recent decision of the Indiana supreme court a township trustee can use his own discretion in determining what schools shall be maintained in the township.

He may also, acting in good faith, discontinue a school in which the average daily attendance falls below twelve. The trustee's decision, however, is subject to appeal to the county superintendent. It cannot be presumed, without any showing in proof thereof, that the trustee used fraudulent means to bring the attendance below twelve in order to evade the statute.

After a school has been discontinued the law does not provide for its re-establishment on the petition of the voters, notwithstanding the trustee discontinued the sessions without their consent. The court declared that in the administration of school affairs many questions of expediency arise in which the action of a school officer is not subject to revision by the courts where good faith has been exercised.

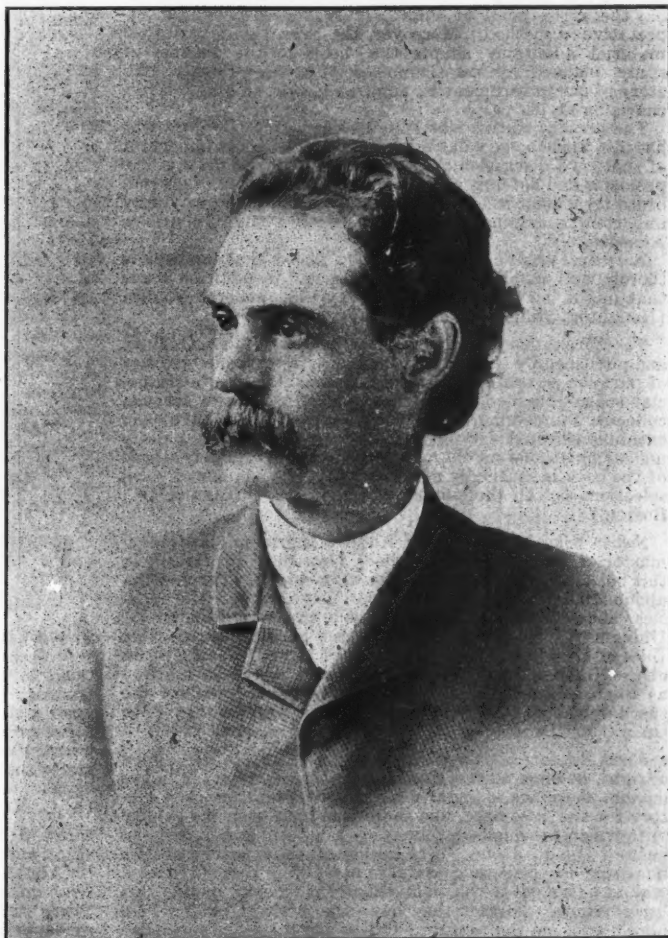
Liability of Board on Contract With Teacher.

The supreme court of North Carolina has decided that no recovery can be had for a teacher's services against the members of a school board individually on a contract made by them as a committee. On the other hand the Kentucky courts have held that where school trustees fail to raise and collect the school funds as required by law, they may be held personally liable to the teacher for a failure to pay him as agreed.

Cancellation of Contract With Teacher.

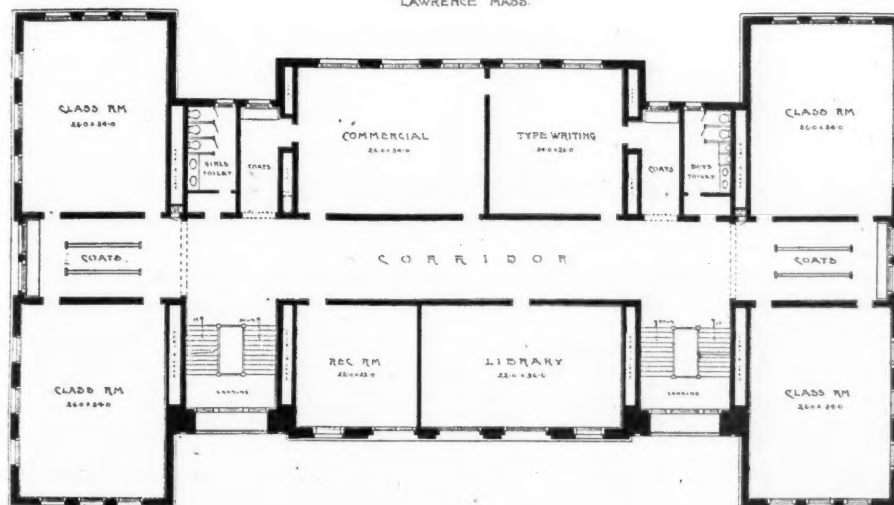
In a case in Indiana it was shown that the trustee discharged the complainant, a teacher, from the school for no other reason than that the school children were willing to be conveyed to other schools, thus making a saving of \$170 to the township. The trustee inserted in the contract a condition that it should "hold good as long as there are twelve pupils or more, or as said trustee sees fit." The trustee explained this clause by saying that if an epidemic of small-pox or other contagious disease made it necessary to close the school, he did not wish to be bound to pay wages to the teacher. The latter was allowed to teach one month. During that time, she alleged, the trustee was persuading her patrons to send their children to other schools to save expense to the township. She received a judgment for \$170.

On appeal the appellate court held that when such a contract for employment purported to be for the ensuing term, verbal evidence of the length of such term was competent to aid the contract. The court also held that the insertion in a teacher's contract, which expressly stated numerous causes for which the teacher might be discharged, such as immorality, revocation of license, etc., of a provision that "this contract is to hold good so long as said trustee sees



Hon. B. S. Irvin, Esq., President of Board of Education, Washington, Ga.

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fit," did not give the trustee power to terminate the contract arbitrarily at his pleasure.

Contract for Employment.

The California courts have recently decided a case on the ever-present teacher's contract. The state law expressly prohibits school trustees from entering into a contract with a teacher for a period extending beyond the ensuing June 30. In the case in question the contract for a year was entered into on July 5. It contained nothing to show that it was not for the school year. The court held that the term "year" in such a contract meant "school year."

Notes of New Books.

A new edition of John Fiske's *Civil Government in the United States* has been published by Houghton, Mifflin & Company. Only those who have subjected Mr. Fiske's book to the test of extended use, with classes of all ranges of ability, can fully appreciate its merits as a text-book. It has the right point of view. It is progressive and interpretative in method. Moreover, the free use of historical material admirably adapts the book to the scheme of study planned by the Committee of Seven. Finally, the story of our government is admirably told in Mr. Fiske's charming style.

The present edition was edited by Mr. D. S. Sanford who has also made some valuable additions. The most important of these is a discussion of American city government. The problems and defects of municipal government are given a broad treatment in the belief that they are the most vitally important questions to be treated in the study of civics in America.

A critical study of the new edition shows that the book is thoroughly well adapted to school needs, and in addition is one that might be read with profit by the general reader. (Houghton, Mifflin & Company, Boston.)

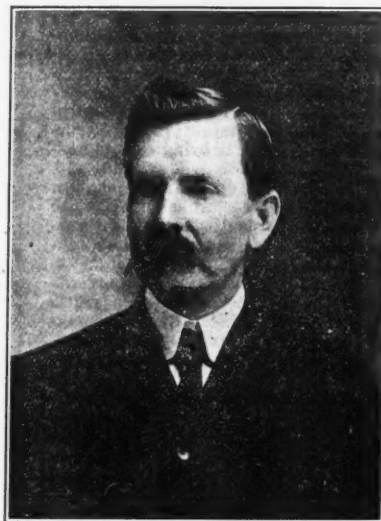
The Corona Song Book, compiled by Mr. William C. Hoff, and published by Ginn & Co., Boston, is a veritable treasury of part songs, oratorio selections, national hymns, and special songs intended for use in high and grammar schools, colleges, and seminaries. The hymns and tunes have been carefully selected for devotional exercises and are strictly un denominational in character. The typographic neatness of the book is especially noteworthy. The number of vocal selections is 141, the number of pages 362. (Ginn & Co., Boston.)

Swain School Lectures, by Andrew Ingraham, late headmaster of the Swain Free school, New Bedford, Mass.—In this book are discussed the following topics: Psychology, about Minds; Epistemology, about Knowledges; Metaphysics, about Existences; Logic, about things as Related; A Universe of Hegel; Seven Processes of Language; Nine Uses of Language; Many Meanings of Money; Some Origins of the Number Two. These topics are treated in such a way as to stimulate thought. They are a mental tonic for the teacher who wishes to advance in the profession. (The Open Court Publishing Co., Chicago. Price, \$1.00.)

First Reader: Stories of Earth and Sky, by Mabel Osgood Wright, belongs to the Heart of Nature series. It is the custom nowadays to sugar-coat science, literature, and history for the little ones, and those who have seen the avidity with which the pupils devour these tales will admit that the custom is a good one. The author of these nature stories has been especially successful in presenting them in such a way as to appeal to the child's strongest mental quality, his imagination. In fact they have the literary quality to a high degree, in that nature pictures and stories are blended harmoniously together. The animate and inanimate things speak and act in a natural way and Anne, the little girl who figures in the story, recognizes them as friends and acquaintances.

The illustrations, scenes from nature taken at first hand, are by Joseph M. Gleeson. (The Macmillan Co., New York.)

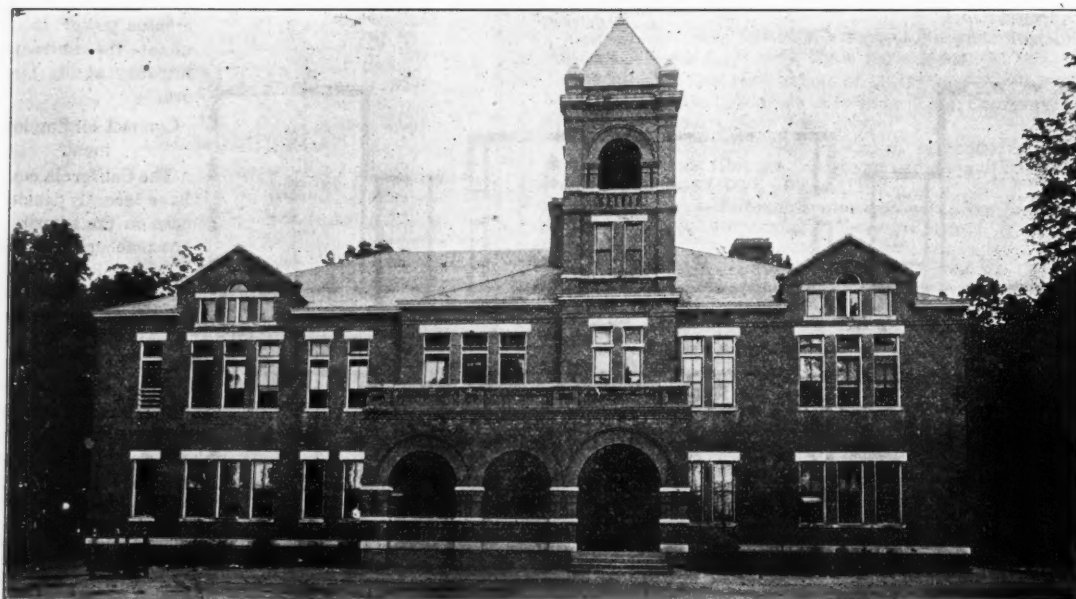
The Spinner Family, by Alice Jeane Patterson. With frontispiece in color, and many drawings in the text, by Bruce Horsfall. The authors have given the young another very attractive book designed to lead them to see exactly what goes on around them. In themselves, spiders are rather repulsive, but their webs are marvels of beauty. Some of them also show wonderful skill in engineering.



Supt T. E. Hollingsworth, Washington, Ga.

The different plans upon which these are constructed are well described as well as the different materials used and the arrangement of the spinnerets which produce these substances. The chapter upon the fliers who sail thru the air upon a thread of silk is specially interesting. A brief description of the different parts of the body and their food, with the enemies against whom they have to contend, completes the volume. Most of the illustrations are good, and appear to have been drawn from the objects themselves. (A. C. McClurg & Company, Chicago.)

No. 5 of *Western Educational Helps* is an aid in the study and teaching of "Snow-Bound" and the "Vision of Sir Launfal," with complete text of the latter, by J. W. Graham, ex-county superintendent of schools, Kings county. There are biographical sketches of Whittier and Lowell, explanations, questions, etc. The notes on "Snow-Bound" will be especially welcomed by teachers of literature, as it is a difficult poem to teach. (The Whitaker & Ray Company, San Francisco. Price, \$0.25.)



A Primary School Building in Washington, Ga. T. E. Hollingsworth, Supt.

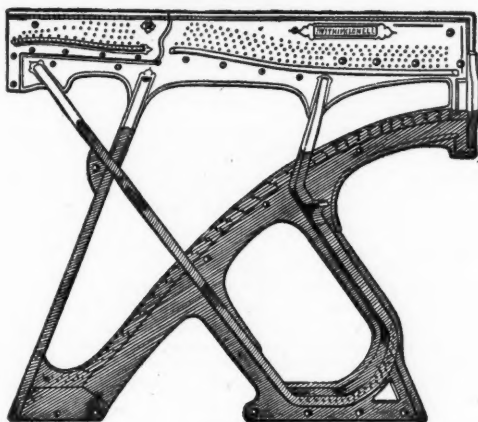
School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

The Construction of the Piano.

As buyers of school supplies have often discovered, to their cost, the modern piano is the complicated product of years of investigation and labor. It is, in fact, an exceedingly delicate and sensitive mechanism which is little comprehended by the average buyer. A few words as to the construction of the modern instrument may throw some light on the principles of manufacture and show what should be looked for in purchasing.

The first thing that impresses one on entering a store to view an instrument is the case, of some highly polished, finely grained wood. This technically consists of the sides and the end of the instrument. Within the sides, supporting and holding them in place are braces of heavy timber forming the body or frame. At the front end of this frame is attached the pin-block into which the tuning pins are driven. The sounding board is then laid. This is made fast to the sides of the case, and an iron plate is placed across it from end to end to hold the strings tightly drawn. The action is then adjusted in such a manner that a hammer on being brought into play by the depression of its key, strikes a string, which produces a tone. The strings are drawn from the front to the farther end of the plate and rests upon a bridge which is glued to the sounding board and bears directly upon it. As the strings are set to vibrating by the blows of the hammers, the vibrations are communicated thru the bridge to the sounding-board. This causes the latter to vibrate in its turn and so the tone of the piano



THE PLATE

is increased. This increase and transmission of sound is the theory upon which the piano is constructed.

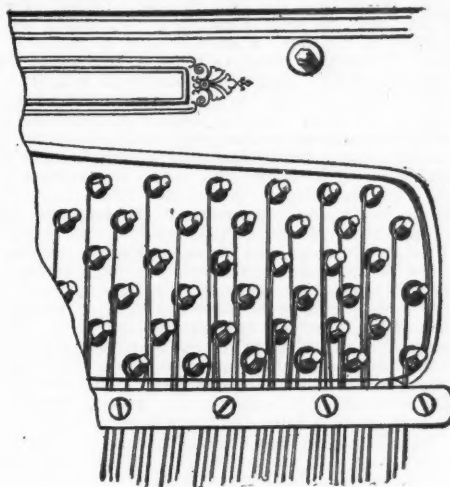
The case of the modern grand piano consists of the sides, ends, and timbers which form the frame of the structure. The sides are made of separate pieces of wood and are connected by cross-timbers which help to maintain the downward tension of the strings. Then comes the pin-block, virtually a part of the case, into which are set the pins which hold the strings. It is placed at the front end of the frame. The construction of the pin-block is of great importance, for upon its perfection depends in a large measure, the capacity of the piano to remain in tune.

The large iron plate is made of cast iron to enable it to bear the tension of the strings which stretch across it, exerting a constant strain of over forty thousand pounds. The plate has to be fitted perfectly in its place over the sounding board; each screw and each bolt fitting exactly. Every point of contact between the plate and the rim of the board must be perfect. This exact fit is demanded in order to prevent the slightest rattling.

The tones of the instrument, as is obvious from the general theory, are produced by a hammer striking one or more strings. The last eight tones in the bass have a single string for each tone; the next fourteen tones have two strings, and the remaining sixty-six usually have three strings. Thus there are sixty-eight separate sets of strings and two hundred and thirty-four individual strings. The strings have as their basis steel wire, but the bass strings are wound with copper so as to add weight for the deeper tones. The tenor strings are wound with iron to equalize the quality of tone from the copper-wound strings of the bass to the plain steel strings above.

We come next to the most important part of the whole instrument, the sounding board. Upon it depends the tone of the instrument. The character of the tone depends to a

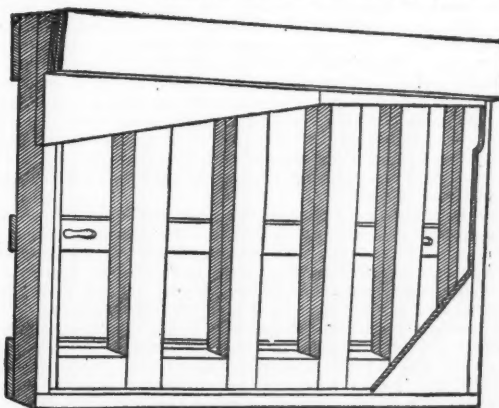
large extent upon the quality of wood in the sounding board, the manner in which its different sections are matched and prepared, the care and labor expended upon it. So sensitive is the wood employed for this purpose to



TUNING-PINS

climatic changes that the sounding board tends to lose its shape very easily. Under certain conditions the board will expand and the soft and hard fibers of the wood will be pressed together. Under other conditions the board will contract so that it assumes a perfectly flat shape. The loss of the original or convex shape results in a great loss of tone, owing to its inability to bear against the pressure of the strings.

The spruce lumber from which the best sounding boards are made is subjected to a temperature of about 150 degrees for a considerable time, often as long as five years. The purpose of this is to shrink the wood to its utmost limit, for if shrinkage occurs after the board is in place in the finished instrument the result is disastrous. The dreaded tin-pan effect comes from a cracked sounding board which is usually caused by shrinkage. After the drying process is completed the board is taken into a normal temperature, where the effect of the temperature tends to cause the wood to swell. To avoid this bars of spruce are glued on the under side of the board at right angles to the grain of the wood. These prevent the board's swelling on the under side but allow the upper side to swell. This action causes a crowning or arching of the top-side of the



THE FRAME

board,—the very end desired. Many persons seem to have the impression that the sounding board vibrates. It does not as a whole, but it does as to its various molecules.

As the final touch of the manufacture the action of the instrument is vastly important, for upon it depends the expression of any feeling which the player imparts. So it is necessary for the action to be sensitively yet firmly made. In the action we include the hammers, keys, and pedals. The hammers which strike the strings are made of wood

covered with felt, the keys of ivory and wood and the pedals of steel. Each key has its corresponding string or set of strings and consequently each key has its corresponding hammer. The hammers which strike the great strings in the bass clef are much thicker and heavier than the hammer which strikes, for instance, the small strings of the treble clef. So if it were not for a practical adjustment more strength would be required to depress a bass key than to depress a treble key. This difficulty is obviated by weighting the keys themselves so as to have a comparatively uniform requisite key pressure thruout the keyboard. Small discs of lead are inserted in the sides of the wooden keys below the ivory tops for this purpose. When inserted toward the front the weight assists in depressing the key; when placed in further, a greater key pressure is necessitated. Thus the pressure required to depress the average key equals two and a half ounces in weight.

The felt covering of the hammer heads must be neither too hard nor too soft. As the degree of firmness calculated to produce the most satisfying results is never found in the natural state of the material, the felt is made softer by pricking it. The softer the wool, the softer is the tone.

After the key has been struck and the hammer has responded and touched the strings nothing can modify the tone produced except the pedal. Modern pianos are equipped with at least two, the soft and loud pedals. The soft pedal, which is operated by the player's left foot, shifts the entire keyboard to the right. This changes the touch of the hammers against the strings so that one less string of each unison is struck than normally. In the case of the bass notes which have but one string, they are struck by a softer part of the hammers. The string which is not struck does not remain entirely silent, however, for it vibrates thru the influence of the vibrating strings. The loud pedal lifts all the dampers and thus permits the strings to vibrate freely. When any single key is depressed and the loud pedal is in operation the tone from the single string is re-enforced by sympathetic vibration of the other strings. A third pedal is sometimes found on large pianos, called the sostenuto. By its mechanism the dampers of any unison or group of unisons may be raised regardless of all others.

A few words as to the general care of these various mechanisms combined into the finished instrument may not be out of place. The greatest foe to be contended with is the atmosphere. An even temperature is the ideal, and so a piano should never be placed near the heat register, radiator, or window. Dampness is the second great foe, for in addition to swelling the woodwork, it rusts the strings, tuning-pins, and other parts. Then, too corrosion eats into the metal, and is generally harmful. But with ordinary care and sensible oversight a good piano will last a school for a long number of years.

The accompanying illustrations were loaned by Wing & Son, Ninth avenue, Thirteenth and Hudson streets, New York city. The excellence of their pianos is too well known to need elaboration here. It is sufficient to say that they are made in the most approved manner, of the best materials, and have proved entirely satisfactory wherever they have been adopted.

American Art for Schools.

The work of American artists has won thruout the world abundant appreciation of its distinction and accomplishment, in portraiture, landscape, symbolical painting, and mural decoration. But in the selection of subjects for the ornamentation of the school-room, its value as an educational influence seems not to have been fully perceived. It is difficult to choose pictures wisely for this purpose. Will a proposed picture interest the boys and girls as they see it from day to day? Will they understand it? However good the art, if it does not interest the pupil, bare walls well tinted would serve as well.

This is not to imply that classical or medieval art should be ignored in schools, but it is true that many examples of it fail in effect because they are not painted with feelings and sympathies of American boys and girls of the present day. Our American art is full of vitality, is inspiring in its themes, and speaks the language of our own time. Our boys and girls with masterpieces of European art before them should have at least an equal opportunity of acquaintance with the representative works of American art. To provide such works Curtis & Cameron, of Boston, whose house has for so many years stood as the one art publishing house distinctively representative of American art, have developed their facilities for the extra large sizes required for proper effect on school-room walls. The increase in size over the standard sizes of their Copley Prints is by what is known as bromide enlargement, and the effect is highly satisfactory, both in standard gray and in sepia tone. A special descriptive list has been prepared by the publishers.

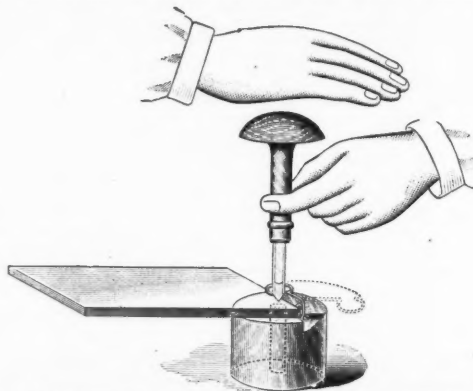
In the regular size of Copley Prints some 200 paintings by the most distinguished American artists are cataloged. The names of Abbey, Sargent, St. Gaudens, Inness, La Farge, French, and Homer indicate the high character of the paint-

ings reproduced in this series. As to the quality of the prints, they have for years been recognized as the best art productions in America.

A Useful Desk Device.

Clerical work seems to be increasing in the schools rather than diminishing. Now files of papers of all kinds are as common in the school office as in that of a business establishment. So with the introduction of a more or less business-like way of conducting affairs, it has been found advisable and necessary to introduce the mechanical features of the business world. One of these, for which the demand in the school is great, is the "Champion Punch and Fastener." For binding documents, papers, cloth, or other fabric where an easily removable fastener is required it is unsurpassed.

The accompanying illustration gives an excellent idea of how the device works. The punch by a light blow is driven



thru a thickness of one-half inch or more, carrying the "Champion Fastener" with it, and when withdrawn leaves the fastener behind. The tangs are then bent down in the usual manner.

This punch while especially designed for use with the champion fastener, will be found useful for many office purposes, as for perforating documents for the insertion of tape or ribbon, for perforating paper or fabric, for the insertion of the ordinary round head or T fasteners.

This is only one of several ingenious and useful devices manufactured by E. L. Sibley, of Bennington, Vt., which will be found useful in school work. Another is the "Challenge Eyelet Press." A third is the "New Crown File Band." This is a device for bundles of papers, packages, and like articles, which will not only be found handier than rubber and other forms of bands for school use, but is climate-proof and exceedingly durable. All the materials used in these articles are the best procurable and will repay investigation.

Caps and Gowns.

The prize offer of Cotrell & Leonard, the makers of caps and gowns, of prizes for the high school classes making the best appearance should attract attention. Pictures may be sent in by school boards, principals, class officers, or photographers. The pictures are to be taken in caps and gowns, either rented or purchased.

At this time of year especially, the value of caps and gowns in graduating exercises calls for attention. Unfortunately the tendency in the average high school is to go to display in the exercises of the year. No special problem of this feature of school work offers more trouble than the question of dress. Extravagance and trouble are almost completely eliminated by the introduction of the academic cap and gown. Many schools have already realized the advantages which accrue from the use of this costume. More schools will use it this year than last, which may be taken as a sign of progress in conducting graduation exercises.

Cotrell & Leonard are recognized as the leading constructors of academic costume and it is to be hoped that their prize offer will add to the use of caps and gowns in our secondary schools.

The text-book campaign in Virginia has attracted a large number of bookmen to that state during the past month. The peculiar conditions governing the adoptions in the state have called for energetic work on the part of both bookmen and publishers. Four cities and several counties have already made adoptions, but the work is still going on in various parts of the state. Most of the prominent houses are represented in the field and the final list it is expected will be interesting. It is rare indeed for an adoption to keep the attention of so many houses and so many bookmen for so long a time as has the present one in Virginia. Judging from the list selected by the state commission the Virginia schools will use good text-books during the next five years.

School Equipment News.

Bids for school supplies for the Indian schools will be opened in New York on May 24 at the local Indian warehouse, 119 Wooster street. Among the supplies are textbooks, books of a general character, wall maps, blackboards, slate pencils, pens, penholders, chalk, ink, inkwells, globes, and thermometers. Bids are also called for 800 sets of children's garden utensils for school gardens.

The question of the adoption of a class pin often comes up in graduating classes at this time of the year. The idea of some emblem is by no means a bad one, since it encourages class and school enthusiasm, albeit in a somewhat unconscious manner. From the side of the pupil it is an excellent idea in that in future years he will have something tangible to recall school days.

The Bunde & Upmeyer Company, of Milwaukee, Wis., are large designers and makers of this kind of work. Their facilities are large, and they will gladly prepare original designs in colors for any school or class desiring them. Being experts in this line their designs are both original and exclusive.

In furnishing a room with blackboards there is no substitute for natural slate. Not only in wearing qualities but also in satisfactory usefulness is it superior to any artificial preparation. School boards desiring a natural slate of high quality would do well to write to the Excelsior Slate Company, of Pen Argyl, Pa. In this connection it may be added that there is a tendency on the part of school boards to delay their orders of this class of supplies until summer. If taken up at present much more satisfactory results will be obtained.

Teachers who are looking for something to give their pupils at the close of school or for weekly rewards should write to John Wilcox, Milford, N. Y. His cards and booklets are daintily designed productions.

Teachers of drawing and construction work will find several of the products bearing the "Higgins" stamp of practical value in the school-room work. Among these products are "Higgins Drawing Inks" and "Higgins Paste."

A new series has been added to the "Individual Outline Maps" published by J. M. Olcott & Company. It includes Eastern China, Manchuria, Korea, and Japan on a large scale, so that it may be used in following the movement of the Russian and Japanese armies. The use of the outline map of Asia for this purpose met with such favor that the publishers decided to issue this special map.

The "Graphic Copy-Books," "O'Neill's Dictation Blanks," and "O'Neill's Punctuation," published by Parker P. Simmons, were adopted by the Virginia state text-book commission. They were inadvertently omitted from the list recently published in these columns.

The Klip Klip holders are satisfactory binders for magazines and they are also excellent for holding examination and other school papers together. They are manufactured by H. H. Ballard, of Pittsfield, Mass.

Messrs. E. J. Johnson & Company, 38 Park Row, New York city, have issued a booklet containing useful information concerning setting up blackboards in school-rooms. The firm supplies the natural slate blackboards, also roofing slating, from their quarries in Maine.

The Berlin Photographic Company, 14 East Twenty-third street, New York city, has on exhibition a series of panel photographs of the great Ghent altar-piece which was the work of Hubert and Jan Van Eyck. This altar piece is one of the masterpieces of Christian art, but unfortunately has not been kept intact. Some of the panels are in Berlin, some in Brussels, and some in Ghent. The photographs form a complete series of pictures in a size three-tenths of the original. Art students should be attracted to these pictures not only for their beauty but as representations of work belonging to the earliest Flemish schools.

An exhibition of methods in kindergarten work has been arranged by the educational museum at Teachers college. The exhibit includes work from the schools of Teachers college, the New York Free Kindergarten system, the Walton kindergarten for colored children, and the kindergarten of Pratt institute. There are also specimens of work carried on by prospective teachers of kindergartens in Teachers college and other training schools. Several supply firms show a collection of typical material used in kindergarten work.

Mr. Edwin O. Grover has resigned his position as general editor of Rand, McNally & Company, and is now with Atkinson & Company, of Chicago, dealers in school supplies. Mr. Grover is well-known in the educational field thru his successful connection with Ginn & Company for a number of years, and his work as editor of the text-book department of Rand, McNally & Company. He is a most efficient editor with a keen business sense, combining excellent artistic taste with liberal scholarship, clear judgement, and a fine appreciation of the needs of the schools. We wish him all success.

Prof. Wilbur S. Jackman, of the University of Chicago, is still interested in the devising of practical aids to the teaching of nature study. His latest device is a weather chart for the use of schools which should prove an invaluable help in meteorological work. The chart gives space for recording the weather by means of colors and the use of lines. The following data are recorded: Day and night; clear, cloudy, and rainy weather; depth of rainfall; temperature; direction of the wind; barometer and averages. The chart should prove a help in study work in the grades.

The Baker & Taylor Company, 33-37 East Seventeenth street, New York city, have issued a standard library catalog of 2,500 books selected from the lists of all publishers. This list has been made up after a careful examination of lists of books recommended by state library commissions and educational bodies. Any one having occasion to select books for public school libraries would find this catalog invaluable.

The American Book Company has recently published a "New Century History of the United States," by the late Dr. Edward Eggleston, the last literary work which its author was destined to undertake. Mrs. George Cary Eggleston says in a brief memoir that this history was a work whose success he had very much at heart, having long believed that there was peculiar need of a book in the public schools which without undue condensation should tell the story of our own country and at the same time throw the emphasis upon the life conditions at the various periods rather than upon a summary of public events.

A. J. Nystrom & Company, 132-134 Lake street, Chicago, have incorporated for the purpose of manufacturing school supplies. The capital, according to the articles of incorporation, is \$10,000. The incorporators are A. J. Nystrom, R. M. Ringland, and I. H. Ellis. The company is the sole agent in the United States for the Johnston maps.

The Lothrop Publishing Company, of Boston, is continuing its general business, but the educational department is to be abandoned. The excellent text-books list of the house is on the market, but as yet no announcement has been made of its purchase.

The Parker Educational Company, of Madison, Wis., announces that it is prepared to furnish school supplies. Mr. H. C. Wolf, business manager of the company, is to have charge of the new department.

A picture plan of the World's Fair at St. Louis is a great help to the intending visitor, as it will save his time and greatly increase his pleasure. Mr. R. A. Reid, 411 Olive street, St. Louis, has just published a new picture which takes in the entire exposition and accurately indicates the location of all the buildings, great and small, of the vast creation, the whole being carefully indexed. Mr. Reid will mail the large picture for fifteen two-cent stamps and a copy of his sixty-four page World's Fair Album for an additional thirty cents in stamps.

It is an interesting announcement that the Remington Typewriter Company makes—that 15,081 of its machines are used for instruction purposes in the schools of the United States and Canada. This is 3,499 more than all other makes of writing machines combined.

Soaked in Coffee

Until too Stiff to Bend Over.

"When I drank coffee I often had sick headaches, nervousness, and biliousness much of the time, but about two years ago I went to visit a friend and got in the habit of drinking Postum.

"I have never touched coffee since and the result has been that I have been entirely cured of all my stomach and nervous trouble.

"My mother was just the same way; we all drink Postum now and have never had any other coffee in the house for two years and we are all well.

"A neighbor of mine, a great coffee drinker, was troubled with pains in her side for years and was an invalid. She was not able to do her work and could not even mend clothes or do anything at all where she would have to bend forward. If she tried to do a little hard work she would get such pains that she would have to lie down for the rest of the day.

"I persuaded her at last to stop drinking coffee and try Postum Food Coffee and she did so and she has used Postum ever since; the result has been that she can now do her work, can sit for a whole day and mend and can sew on the machine and she never feels the least bit of pain in her side. In fact she has got well and it shows coffee was the cause of the whole trouble.

"I could also tell you about several other neighbors who have been cured by quitting coffee and using Postum in its place." Name given by Postum Co., Battle Creek, Mich.

Look in each package for the famous little book, "The Road to Wellville."

The Educational Trade Field.

A large number of men in the educational trade are Dartmouth graduates and they played an important part in raising the money to replace the famous Dartmouth hall which was recently burned. Henry Hilton, of the Chicago office of Ginn & Company, had charge of raising the money in the West.

Mr. George P. Brett, president of The Macmillan Company, who has just returned from London, made arrangements while abroad for the establishment of an Australian agency for the company. Hereafter the books published by the Macmillan Company will appear simultaneously in New York, London, Canada, India, and Australasia.

Rand, McNally & Company have recently consolidated their school map and school book departments under the more general title of "Educational Department." Mr. C. F. Newkirk, who has been manager of the school book department for the past three years becomes manager of the educational department with largely increased responsibility. Mr. Newkirk, before becoming connected with Rand, McNally & Company, was manager of the Chicago office of Houghton, Mifflin & Company for ten years. During his service in the book field he has made hosts of friends both in the educational trade field and among educators at large.

Rand, McNally & Company state that in the future all correspondence in regard to school maps, globes, and school supplies should be addressed to their educational department.

William MacDonald, who was formerly with the Macmillan Company and the Lothrop Publishing Company in New England, is now representing Charles Scribner's Sons in Virginia.

Frank J. Sherman, formerly with the Globe School Book Company, is now the New England representative of the J. B. Lippincott Company, of Philadelphia. His office is in the Walker building, 120 Boylston street, Boston. Mr. Sherman has a wide circle of friends in New England, gained in his work as a bookman and while serving as superintendent and principal of several schools.

Mr. Frank E. Allen, formerly of Pettingill & Company's estimate department, has been engaged by Mr. Franklin B. Shumway, the well known advertising agent, of 373 Washington street, Boston.

Richardson, Smith & Company announce that they have made arrangements to act as representatives of W. H. Wheeler & Company, of Chicago, in New York and vicinity. The list of publications includes the Wheeler Readers and Spellers. Several of these are already on the New York city list.

Mr. W. C. Warfield, formerly Ohio representative for Rand, McNally & Company, is now representing Silver, Burdett & Company in the South. Mr. Warfield was at one time superintendent of schools at Covington, Ky.

Mr. Richardson, the popular New York city representative of the Morse Company, is now with Silver, Burdett & Company in the same territory.

Mr. A. L. McLaughlin, the Nebraska representative of D. C. Heath & Company, recently spent a month in Indiana. Mr. McLaughlin has been a success in Nebraska and it is rumored that the success came East with him.

H. H. Titsworth, manager of the Chicago office of the Macmillan Company, is to retire from the educational field within a short time to engage in general business.

Dudley Cowles, the genial Southern representative of Silver, Burdett & Company, has been receiving lots of congratulations upon his good work in the Virginia campaign. Mr. Cowles is a Southerner by birth and was educated at William and Mary college. The Virginia people are delighted at his success and the press of the state has contained many notices of a highly complimentary character. Those who know Mr. Cowles personally realize how thoroly he deserves all the nice things said of him.

Franklin F. Bigelow, who has been associated with Longmans, Green & Company for a number of years, is now representing A. S. Barnes & Company.

The Grumiaux News and Subscription Company, of Le Roy, N. Y., makes an offer which should be particularly attractive to teachers. This is a nation of newspaper readers and figures seem to prove that there is a large undeveloped field in extending the newspaper circulation. For persons who desire work of this nature Mr. Grumiaux's advertisements should prove valuable reading.

The firm of N. W. Ayer & Son, of Philadelphia, one of the best known advertising agencies in the country, celebrated its thirty-fifth anniversary on April 8. In 1869 N. W. Ayer and his son, F. W. Ayer, became advertising agents with a capital of \$250. Since that time they have handled some \$35,000,000 of advertising, and at present \$3,600,000 is expended annually thru their office. In 1873 N. W. Ayer died and left the business and the name to his son, F. W. Ayer, who then took into partnership an employee, George O. Wallace, who died in 1887. Before Mr. Wallace's death another employee, Henry N. McKinney, had been taken into the firm, in 1875, and finally Albert G. Bradford and Jarvis A. Wood were made partners in 1898, they also having come up thru the business. These last three partners, together with F. W. Ayer, conduct the business today.

The Indiana adoptions have been settled by the courts in favor of the text-book commission. This action removed the restraining order which had been obtained and the commission has awarded the contracts for arithmetics to D. C. Heath & Company.

The contract calls for the use of the Walsh arithmetics in Indiana for the next five years. This series was published, just one year ago and since that time it has been adopted for use in two states and 800 cities and towns.

The New York Teachers' Agency, 150 Fifth avenue, New York city, offers a number of good openings for teachers. It can furnish boards with candidates which meet the needs of the particular case exactly. William E. Drake is the president of the agency.

Mr. Joseph C. Hisey is now representing Ginn & Company. His territory is in the West, Wisconsin being part of his field.

The summer residence of Henry Holt, the well-known publisher, at New Rochelle, N. Y., was recently destroyed by fire. The damage is estimated at about \$25,000.

The United States supreme court has denied the contention of publishers of books as periodicals that such publications should be admitted to the mail at the rate of one cent per pound. Under this decision the serial publications that were carried for several years at the pound rate must be paid for at the rate of eight cents per pound. Prior to 1902 serial publications of every character and description



**MANUAL TRAINING
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QUALITY

is the essential in Tools to be used by Manual Training students because of the undue strains the Tools are naturally put to in the hands of the inexperienced. We have for 20 years made a special study of the exact requirements and know in many cases how to overcome the weak points and our Tools are specially made to overcome these difficulties.

We issue an 800 page Tool Catalogue which shows our full line of Manual Training Specialties. Superintendents, Directors, and purchasers of these goods should send for copy. Ask for catalogue No. 1296.

HAMMACHER, SCHLEMMER & CO.
 HARDWARE AND TOOLS NEW YORK CITY, SINCE 1848
 (New home after July 1st—Fourth Ave., and 12th St.)

were sent thru the mails at the rate of one cent per pound. In 1902 Postmaster General Smith issued an order denying the privilege of the pound rate to such publications.

Byron A. Kilbourn is now connected with the music department of Silver, Burdett & Company.

Prin. A. D. Nutt, of Battle Creek, Mich., has resigned to become a representative of the American Book Company.

Hinds & Noble, of New York city, have completed negotiations by which the plant and business of Eldredge & Brother, of Philadelphia, are joined to the publishing business of Hinds & Noble and incorporated as Hinds, Noble & Eldredge. The general offices and warerooms of the new corporation will be 31-35 West Fifteenth street, New York city. Hinds & Noble have not included in this consolidation their extensive business as wholesalers and retailers of general school books, but continue that business as heretofore at the Fifteenth street address.

Adoptions of text-books in Tennessee are to be made within a few weeks and the announcement of the personnel of the commission may be expected at any time. There is a decided movement in the state against radical action or change of any sort. The Memphis board of education recently passed resolutions declaring that the present system of school books in use could not be made better, and asking the commission to make as few changes as possible. If this sentiment prevails the adoptions will not be of the expected importance.

The new School of Methods will be held, under the auspices of the American Book Company, at Chicago, July 4-16, and at Boston, July 26, August 11. The faculty for the Boston school includes Thomas Tapper, Hollis E. Dann, Mrs. Emma A. Thomas, Emily P. Russell, and Daniel Gregory Mason. A more extended notice will appear next week.

Dr. Julian Chandler.

Silver, Burdett & Company announce that Dr. Julian A. C. Chandler, of Richmond, Va., has taken charge of their editorial and publication department, a position left vacant by Mr. Fielder's resignation. This adds to the list of bookmen in New York a distinctly scholarly man, keenly alive to recent educational thought.

Dr. Chandler is a Southerner by birth and received his college education at William and Mary college of Virginia. After his graduation he entered Johns Hopkins university from which he received the degree of Ph. D. in 1896, for

work in the departments of history, English, and jurisprudence. He at once entered upon teaching and served at William and Mary college, Morgan college, Baltimore, and the Woman's college, Richmond, Va., until 1898 when he went to Richmond college as acting professor of history and literature. Since 1901 he has been professor of English.

Dr. Chandler is thoroughly in touch with public school work thru his position as principal of the Houston, Va., public schools, his lecture work at the Virginia Summer School of Methods, and frequent attendance at teachers' institutes. He is conversant with literary work, as he is the author of several books. Two of these bear the imprint of Silver, Burdett & Company under the titles "Makers of American History," and "Makers of Virginia History."

Sale of the Morse Company.

The sale of the publishing plant and business of the Morse Company to Silver, Burdett & Company is probably the most important event of the month in the educational trade field. The business of the Morse Company has already been added to and consolidated with that of Silver, Burdett & Company and the New York, Boston, and Chicago offices of the former house have been closed. The Morse Company has held an exceptionally high place in the respect of educators who knew its managers and its methods of business, and its publications have attracted wide attention on account of their great merit.

Silver, Burdett & Company are to be congratulated on acquiring the exceptionally valuable list of the Morse Company, which should add to the strength of their own. The authors of the Morse Company include some of the ablest and most representative educators of the country. Among them are Superintendent Balliet, of Springfield, Mass.; Superintendent Carroll, of Rochester, N. Y.; Dr. Dutton, of the Horace Mann school, New York; Superintendent Parlin, of Quincy, Mass.; Superintendent Chancellor, of Bloomfield, N. J.; Supervisor William A. Whitehouse, of Somerville, Mass.; Prof. George E. Atwood; Superintendent Deane, of Bridgeport, Conn.; Supt. I. Freeman Hall, of North Adams, Mass.; Miss Ella Marie Powers, Dr. Mara L. Pratt, and others. Many educators will be glad to learn that these important books are not to drop out of sight, but are to be handled by such a house as that of Silver, Burdett & Company. The new owners announce that a full stock of these publications are to be carried in all their branches and agencies.

It is understood that Mr. Morse, the president of the company which bore his name, is to retire from the educational

Just Published

The Heart of Nature Series

Stories of Earth and Sky	-	-	-	-	-	-	-	-	-	} 30 cents each
Stories of Plants and Animals	-	-	-	-	-	-	-	-	-	
Stories of Birds and Beasts	-	-	-	-	-	-	-	-	-	

By Mabel Osgood Wright

Supplementary reading for from the fourth to the eighth grade, containing much useful information; delightfully written and charmingly illustrated.

Wilson's Elementary Nature Readers

First Reader
35 cents

Second Reader
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90 cents

For first four years of school life; the lessons follow the order of the seasons; the selections are from the best authors; the illustrations are especially good. The Manual is of great assistance to teachers.

New Supplementary Reading in History

Pioneer History Stories

By Charles A. McMurry, Ph. D.

Pioneers on Land and Sea	-	-	-	-	-	-	} each 40 cents.
Pioneers of the Mississippi Valley	-	-	-	-	-	-	
Pioneers of the Rocky Mountains and the West	-	-	-	-	-	-	

A complete series of admirable stories of the early pioneers and explorers of the whole country, with excellent maps and illustrations.

Boston
Chicago

The Macmillan Company

66 Fifth Avenue, New York

San Francisco
Atlanta

field because of ill-health. This decision on his part will be deeply regretted by Mr. Morse's many friends among the publishers and educators. His high standard of business methods, the originality in his publications, and his contributions to the text-books of the country have made a place for him in the esteem and confidence of a wide circle. The best wishes of the friends, patrons, and associates of Mr. Morse are extended to him in his withdrawal from an activity which has been so successful and creditable.

The California Text-Book Situation.

In discussing the California text-book situation it must be admitted that probably no educator, and certainly no publishers east of the Rockies, can be found who will endorse the system which has been tried in that state. The events of the past year seem to indicate that few in California itself still cling to the idea of home-made text-books. In the letter, perhaps, the old state law is being lived up to, but as to the spirit, it decidedly is not. The hiring of plates from Eastern publishers is a mere subterfuge which conceals somewhat the inability of one state, even one as large as California, to bound the source from which its text-books shall be drawn.

As has already been stated in these columns, the text-book commission has, during the past winter, been adopting geographies, histories, and arithmetics for the elementary schools. The superintendent of state printing is now at work on the texts adopted, which are: Thomas's "Elementary History of the United States;" Tarr & McMurry's "Introductory Geography;" Redway & Hinman's "Natural Advanced Geography," and Hornbrook's "Advanced Arithmetic." In addition to these books a number of supplementary texts have been adopted which may be used if the districts see fit to purchase them out of the district library funds. The books which the state is printing are expected to be published by July 1.

The state text-book commission intends to adopt more supplementary books in the near future and has requested the universities, normal school presidents, and city boards of education to send approved lists. The state board has also invited bids for readers. To give an idea of the methods which the commission is pursuing in regard to these adoptions the following extract from the letter of the commission to the publishers may prove of service.

"The state text-book committee of California hereby invites publishers of a series of readers to send sealed pro-

posals for the sale or rental of the plates of such books, subject to the following conditions:

"Whenever any plates, maps, or engravings of any publisher or author are adopted for use as hereinbefore provided, the state text-book committee shall enter into contract for not less than four nor more than eight years, for the use of the same, and shall require a good and sufficient bond for the owner of such plates, maps, or engravings, guaranteeing that the same shall be kept revised and up-to-date as may be required by the state board of education."

The proposal to lease such plates, maps, or engravings should be a royalty proposition; that is, a fixed amount (percentage of publisher's list price) upon each volume printed and sold by the state of California. In deciding upon text-matter to be adopted, the committee will be governed, first, by merit, and, secondly, where several texts are equal or nearly equal in merit, by economy.

Pimples, blotches and other spring troubles are cured by Hood's Sarsaparilla—the most effective of all spring medicines.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S TEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications.—free.

KELLOGG'S ENTERTAINMENT CATALOG. Describes the cream of this literature, over 700 titles.—free.

KELLOGG'S NEW CENTURY CATALOG. Describes and classifies 1700 of the leading pedagogical books of all publishers. A unique and valuable list.—2c. Send all orders to the New York office. Books and files of our periodicals may be examined at our Chicago (206 Walsh Ave.) and Boston (116 Summer St.) offices. Send all subscriptions to the New York office.

E. L. KELLOGG & CO., Educational Publishers,
61 East Ninth Street, New York

THE SCHOOL JOURNAL is entered as second-class matter at the N.Y. Post Office

Two Important Latin Books

Allen and Greenough's New Latin Grammar

By J. B. GREENOUGH, Late Professor of Latin in Harvard University; GEORGE LYMAN KITTREDGE, Professor of English in Harvard University; A. A. HOWARD, Professor of Latin in Harvard University; and BENJAMIN L. D'OOGHE, Professor of Latin in the Michigan State Normal College.

List price, \$1.20

This well-known Latin grammar, although in a new form, still remains the Allen and Greenough Grammar in scope and in general plan, and retains the characteristic qualities that have given the book a world-wide distinction. But the work has been revised in every detail to bring it into harmony with the latest results of scholarship the world over, and has been rearranged where necessary to make it as convenient for use as possible.

Collar and Daniell's First Year Latin

By WILLIAM C. COLLAR, Head Master of the Roxbury Latin School, and M. GRANT DANIELL, formerly Principal of Chauncy-Hall School, Boston.

List price, \$1.00

This book provides for the average class of beginners all the material required during the first year. The following striking characteristics are worthy of special attention.

The comparative treatment of the verb.

The relative shortening of the exercises for translation into Latin.

The frequent interspersing of review questions, conversations, and reading lessons.

The summary of rules for reference, and the index.

The "Essentials of Grammar" preceding the lessons.

The copious selections for reading at the end of the book

Correspondence will receive prompt and careful attention

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TEMPLE SCHOOL SHAKESPEARE

The special features include a large-type text, carefully revised for school use, a biographical sketch in each volume, a terse but full introduction, copious notes, and a thorough glossary illustrated by numerous cuts, many of them rare. The illustrations in the body of the text are by well-known artists. The price is 50 cents each.

Julius Caesar Named in college entrance requirements for 1906. Edited by F. ARMITAGE MORLEY, M.A.

Macbeth Edited by GEORGE SMITH, M.A.

As You Like It Edited by FLORA MASSON.

Hamlet Edited by OLIPHANT SMEATON, M.A.

The Tempest Edited by OLIPHANT SMEATON, M.A.

Richard II. Edited by C. H. SCOTT, M.A.

In Press

The Merchant of Venice Edited by R. McWILLIAM, M.A.

Henry V. Edited by R. H. CASE, M.A.

A Midsummer Night's Dream

Edited by REV. W. H. FLECKER, M.A.

KELLOGG'S ELEMENTARY ZOOLOGY

By VERNON L. KELLOGG, Professor in Leland Stanford University. 484 pp. 12mo. \$1.30. This book is at once laboratory guide, elementary manual of classification and introduction to ecology. It thus covers the whole field of zoology and does away with the necessity of using two or more books for class work.

LOUIS MURRACH, Detroit (Mich.) High School, in *School Science*:

"In this book a number of sound pedagogical ideas have been combined. It lays a solid foundation, beginning with the structure of some animal types. While the laboratory directions are kept separate throughout the book, it is one of the most successful in combining these with the text."

KELLOGG'S FIRST LESSONS IN ZOOLOGY

By VERNON L. KELLOGG. 363 pp. 12mo. \$1.12. Intended for schools which do not require dissection. Treatment of animals as living things is the keynote of the book.

G. H. PARKER, Professor in Harvard University:

"The book impresses me as a first-class text for interesting pupils in the secondary schools in the study of zoology. Many of the illustrations are excellent and suggest observation of the animals in their natural haunts—a matter of first importance to the beginner."

BIERWIRTH'S BEGINNING GERMAN

By DR. H. C. BIERWIRTH, of Harvard University. 214 pp. 12mo. 80 cents. Provides not only a simple approach to the study of essentials necessary to the beginner but also a short abstract of grammar useful for second-year work.

J. W. THOMAS, Boys' High School, Brooklyn:

"The vocabularies are practical. The exercises are rational and of sufficient fullness. There are no hobbies. The giving of the commonest compounds of strong verbs along with the principal parts of these is most useful. The chapter on stem-groups, though much fuller than is usual in elementary works, seems to me to be a very valuable feature."

VOS'S ESSENTIALS OF GERMAN

By B. J. VOS, Associate Professor in the Johns Hopkins University. 222 pp. 12mo. 80 cents. Special emphasis is laid on practice rather than theory. Exercises are abundant and interesting, and colloquial drill is provided as work to be prepared.

A. C. ELY, English High School, Worcester:

"For the teaching of the essentials of the language, I think there is no better book published. There are a number of features in it which I like, of which I will especially mention the clear and comprehensive way in which the uses of the subjunctive mood are presented, particularly that of the indirect statement; the introduction of review lessons at certain points; also the explanation of the formation of compound tenses."

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The Educational Outlook.

The Philadelphia board of public education has declined to change its rule so as to make women teachers eligible to the principalships of mixed grammar schools.

The St. Joseph, Mo., board of education has appropriated \$90,000 for the erection of elementary schools, and \$75,000 to erect a manual training school.

The Boston school board has adopted a resolution expressing the opinion that in the appointment of instructors preference should be given, so far as possible without detriment to the best interests of the service, to graduates of Boston schools.

The Society of the Sons of the Revolution in the state of New York has made announcement of interest to high school pupils. The society will give three medals, gold, silver, and bronze, for essays written by high school pupils of the two upper grades on the subject "Gen. Montgomery and the Attack on Quebec." The essays must not contain less than 1,775, nor more than 1,904 words and must be signed by a *nom de plume*. All the essays must be mailed to "The Secretary of the Sons of the Revolution," 146 Broadway, New York city, before Dec. 1, 1904.

Former Regent Charles E. Fitch has filed his resignation as a member of the state board of regents. It is filed as of the date of March 28, the new regents law having gone into operation on April 1. This is believed to foreshadow the testing of the constitutionality of the law.

Prof. George Hempl, author of various German works published by Ginn & Company, has been elected president of the American Philological society and of the American Dialect Society. He is also the chairman of the language group of the congress of arts and sciences which is to meet at St. Louis.

The annual report of the Boston Museum of Fine Arts shows that its educational work has continued along its usual broad lines during the past year. A large number of gifts were received and a number of purchases have been made. Ten special exhibitions were held during the year. The number of admissions were 295,411, an increase of some 38,000 over the previous year. The use which the teachers about Boston make of the museum is shown by the following figures: tickets issued to teachers and students 922; free admission granted to teachers and pupils, 727; 1,244 tickets issued to high school teachers which admitted them and 3,967 pupils.

Feminization Defended.

At the annual dinner of the Associated Local School Boards the recent statements that the American boy has been "effeminized" by women teachers was sharply criticised. Dr. Luther Halsey Gulick, director of physical culture, declared that there was not a word of truth in the assertion and that it was a slur on women and a slander on the boys. The boy of to-day was more manly, better developed mentally and physically than the boy of yesterday.

"I have made it my business to run down the facts in this matter," said Dr. Gulick. "The trouble is that these people don't know what they are talking about when they say twentieth century boys have been made effeminate. What is effeminacy, anyway? It is kindness, patience, endurance, affection, courtesy, order, good morals, and discipline. If that be effeminacy, I am glad of it. But the youngsters are not the milk-and-water kind of boys. One proof that the

criticism is made out of whole cloth is that boys are more aggressive than ever before in doing things that take pluck, stick-to-it-iveness and dash. The boy is just as strenuous to-day as ever. The real energy and ginger are shown outside on the playground where football, for instance, which requires more desperate nerve and downright fighting qualities than any game in the history of the world, is played as only American boys can play it."

Arthur J. Westermayr commented upon the apparent uselessness of the local boards. He said that ever since the local boards were created there had been a feeling of jealousy between the central body and the local ones. The sooner the board of education realized that it had valuable aids in the local boards, the better it would be for the city schools.

Commissioners Donnelly, Vanderhoff, and Kiendl also spoke.

Pay During Absence.

The Boston school board has under consideration a resolution concerning loss of salaries for absence. It provides that the salaries of all teachers absent from duty shall be subject to a deduction for each day's absence equal to one four-hundredth part of the annual salary of the absent teacher. The superintendent may, at his discretion, grant any instructor leave of absence, not exceeding three days, without loss of pay in case of critical illness or death in the immediate family of such instructor, or to attend the funeral of an instructor or school officer in the employ of the teacher, or for service in teachers' institutes held under the direction of the state board of education.

An Interesting Exhibition.

An exhibit of school art work, the products of the Nineteenth and Twenty-second school districts, has been held at P. S. No. 10, Manhattan. It comprised eight decorated class-rooms and sixteen other rooms filled with examples of children's work in drawing, water-color painting, and design. The collection was made under the direction of District Supt. Seth T. Steward and Miss Hester A. Roberts, of P. S. No. 10.

An audience of seven hundred was

present at the opening of the exhibition. Brief addresses were made by Dr. Steward, and by Dr. James P. Haney, director of manual training, who described the purpose of the exhibition and called attention to the various examples of school-room decoration to be found illustrated in the different decorated class-rooms.

The keynote of the exhibition was simplicity, particularly noticeable in the absence of small pictures and in the quiet framing of those large prints which were hung. The main stairway of the building was effectively decorated with panels which had been lettered and painted by the teachers of the school. The whole undertaking is of note as being one of the first attempts to illustrate to teachers the manner in which school-rooms should be decorated.

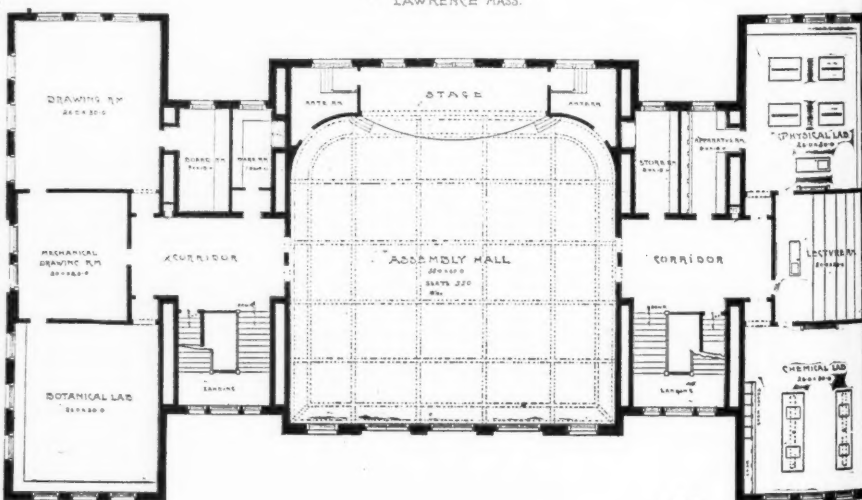
Chicago Items.

According to the report of the building committee of the University of Chicago, the Oxford system of colleges is to be adopted and the "university" system abandoned. Plans have been made for a complete system of colleges, for both men and women, involving the erection of two entire blocks of buildings. The cost of the change will be over \$2,000,000.

The Chicago Kindergarten Club recently entertained fifty kindergarten teachers from Detroit, Mich., who had been visiting Chicago schools. The subject of the meeting was "Rhythm," which was discussed by Miss Eleanor Smith and Mrs. Crosby Adams. They urged the use of simple good music in the kindergarten, pointing out the danger of overstimulation in rhythm and showing how to obviate this danger by having a balance of harmony and rhythm.

There is special significance in the publication of "Folk Tales From the Russian" which Verra Xenophontovna Kalamatiano de Blumenthal, a Russian countess, has just brought out as a supplementary reader for school use, thru Messrs. Rand, McNally & Co. It is probably the first collection of Russian folk tales in the English language.

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News of the Summer Schools.

This department will appear in THE SCHOOL JOURNAL twice a month to the end of the school year. Correspondence invited. All announcements are inserted free of charge as interesting items of information to our readers. Several news notes of this character have already appeared in previous numbers.

The most significant change in the program of the New York Chautauqua assembly of 1904 is the increased importance of music. Not only will various divisions of choral Chautauqua and the activity of the music school increase as in former years, but one entire week will be devoted to lectures on musical history and theory which will be supplemented by a series of concert programs. During the course of the summer, also, two oratorios, Handel's "Messiah" and Hayden's "Creation," will be presented. The plan of having special topics for the different weeks will be carried out as in 1902 and 1903.

The summer term of the Mechanics' institute, Rochester, N. Y., will open on July 5. All departments will be open and the instruction will be given by experienced teachers. This summer school is designed to give practical instruction in the wide range of subjects which are now included in the curriculum of most schools. While these courses are of special value to teachers, the training is adapted to all classes of pupils. Among the courses which will especially meet the needs of teachers are mechanical and teachers' drawing, architectural drawing, plane surveying, sewing, and dressmaking, millinery, cooking, forging, bench work in wood, and basketry.

The second summer term of the Frostburg, Md., state normal school will open on June 13 and close July 11. The large attendance and success of the summer session last year demonstrated the value of its work. The courses of study include professional work in all acad-

emic subjects required for teachers' certificates. A model school is connected with the institution. For detailed information address Edmund Dandridge Murdaugh, principal, Frostburg, Maryland.

Last year the San Jose, Cal., Normal school organized a summer school and conducted a successful session with 175 teachers in attendance. The school is to be continued this year from June 29 to August 6, and it is expected to be even more successful than last year. A large number of academic subjects are offered in the courses in addition to courses in methods, education, and school management. All communications for detailed information should be addressed to the president of the school at San Jose.

The summer school of Mount Union college at Alliance, Ohio, will open on June 28 and close Aug. 12. Courses will be given in all the common school branches; pedagogy, including psychology, method and history of education; primary and grade work; superintendence; music; nature study; the languages; mathematics, and philosophy. The announcements of the school can be had by addressing Prof. John Brady Bowman, Alliance, Ohio.

Atlantic Provinces.

The Summer School of Science for the Atlantic Provinces of Canada meets for its eighteenth annual session at Charlottetown, Prince Edward's island, from July 12 to 29. The officers are James

Vroom, St. Stephen, N. B., president; J. D. Seaman, Charlottetown, P. E. I., secretary. The courses of study offered include botany, zoology, physiology, entomology, chemistry, physics, geology, mineralogy, literature, drawing, and manual training. The location of the school is particularly attractive for summer work.

Normal's Summer Session.

The large attendance at the summer session of 1903, 567 in the first term, 164 in the second, has led the authorities of the Illinois State Normal university at Normal, Ill., to make still more extensive provision for the summer of 1904. Twenty-seven teachers have been secured for the first term, June 6 to July 15, twelve for the second, July 18 to August 26. Twenty-seven of these are, or have been, members of the regular faculty. The others are teachers of experience and marked excellence in their special branches. The programs consist chiefly of the regular normal courses in the various subjects. The daily program is so arranged that the student recites twice each day in the same subject, thus completing a regular twelve-week course in six weeks. The primary departments of the training school will be in session. Their programs will shift each week so that any student attending the same hour every day may observe and discuss model lessons in each kind of work. Special attention is invited to the courses offered in art, construction work, and manual training. Provision is made for the larger attendance in the



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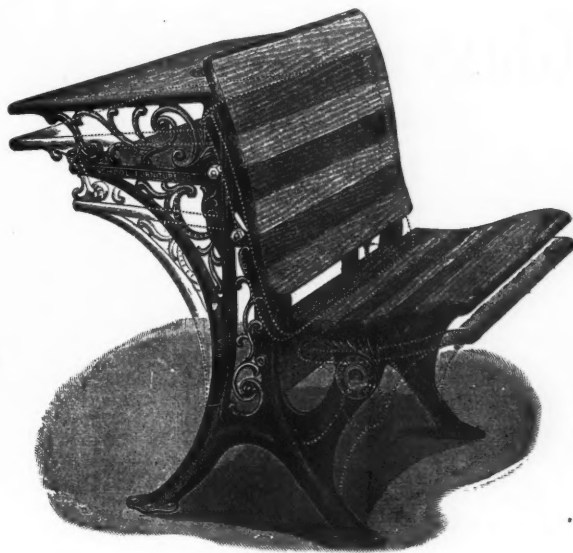
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first term. The second term is provided for teachers who cannot begin in June, and more especially to afford additional opportunity to teachers who are employed not over eight months in the year. Many of these may profitably spend the entire summer in study.

Practical Nature Study.

The Connecticut Agricultural college at Storrs, Conn., will hold its third annual summer school for teachers and others interested in nature study from July 6 to 29. The general program of work and observation will be the same as last year. This includes work in botany, geology, forestry, soils, vegetable growing and general agriculture, and daily classes in the pedagogy of nature study. Dr. C. F. Hodge, of Clark university, will give twenty-five lectures and labora-

tory and field demonstrations. Dr. M. A. Bigelow, of Teachers college, will give lectures on "Agricultural Nature Study in a City School," and "Nature Study and its Relations in the Elementary School Curriculum." Dr. H. W. Conn will lecture on "Our Common Molds."

This summer school has been extremely successful, the attendance last year being twice that of the year before. Every effort will be made to make the coming session as profitable as those preceding. Complete information may be obtained from the president, Rufus Whittaker Stimson.

Armour Institute.

The Armour Institute of Technology, Chicago, will hold summer courses in mechanical, electrical, civil, and telephone engineering, chemistry, drawing, shop work, mathematics, physics, French

and German from June 27 to August 5. These courses are especially adapted to the needs of teachers in manual training who wish to gain more proficiency in workshop skill. Detailed information regarding the different courses may be obtained from Howard M. Raymond, dean of engineering studies.

Texas University.

The seventh annual summer session of the University of Texas will be held at Austin, from June 9 to July 22. This session of the university was established especially for the benefit of teachers and other persons who cannot attend the regular session. Much of the work has direct reference to the proper teaching of high school studies, such as English, Latin, the natural sciences, Greek, the modern languages, and manual training.

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Montana.

A special five weeks' summer course for teachers will be held at the Montana State Normal college at Dillon, beginning May 16. Instruction will be given by the regular faculty of the college. Until the end of May the pupils will have daily opportunity to observe how the methods and principles are being actually carried out in the Dillon public schools. The training department courses include methods, psychology, history of education, principles of teaching and school hygiene. The academic department will give courses in geography, mathematics, botany, anatomy, English, civics, and music. For special circulars in regard to the course address the president, H. H. Swain, Dillon, Montana.

Emerson's Four Sessions.

The Emerson School of Oratory will hold four summer sessions during July and August. The first will be held at the new home of the college in Boston; a second at Cottage City, Mass., in connection with the Martha's Vineyard Summer institute; the third at Charlottesville, Va., in connection with the Virginia Summer School of Methods, and the last at Monteagle, Tenn., in connection with the Chautauqua assembly.

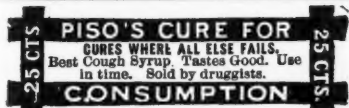
The object of these sessions is to give an opportunity to teachers in the public schools to become familiar with the principles of voice culture, gesture, and analysis as taught in this college. Advanced classes are organized and studies so arranged that those who attend during successive summers may follow progressive courses and enter upon new work from year to year. For detailed information address Dean Henry L. Southwick, Boston, Mass.

Forestry.

The Yale summer school of forestry will conduct its work near Milford, Pa., from July 1 to August 18. The attention of teachers is especially called to this course as affording valuable preparation for work in botany and nature study. The school at Milford is well equipped with buildings which include an assembly hall, smaller class buildings, and laboratories. For practical field work sixty acres of forest and considerable open ground for tree planting are available. The courses include forest botany, silviculture, forest mensuration, introduction to forestry and forest protection. Special lectures form a feature of the work. The school is in charge of Prof. Henry S. Graves, New Haven, Conn.

Drake.

The fourteenth annual session of the summer Latin school of Drake university will open on June 20 and continue for nine weeks. This school is one of the oldest in the middle West and is unique in concentrating its work on Latin. Three courses in elementary Latin are offered appealing especially to teachers. Teachers in the Latin school are admitted to the classes and privileges of the Drake university institution. Prof. Charles Oscar Denny founded the school and will continue his work this year. He will be assisted by Prof. Wilbert Lester Carr who has assisted in the work for seven years.



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The Nebraska Institute.

The summer session of the University
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ularly practical and helpful to superin-
tendents, principals, grade and high
school teachers, and university students.
Superintendents and principals and those
preparing for these executive positions
will find the course in school management
helpful. This course is due to the
marked success of the schools for super-
intendents conducted in Omaha last sum-
mer by Supt. C. G. Pearse. The course
will be under the general direction of
Mr. J. W. Crabtree, inspector of the
accredited schools of the university.
The following superintendents will lec-
ture: Anna K. Day, Gage county; W.
K. Fowler, Lincoln; C. A. Fulmer, Bea-
trice; W. M. Kern, Columbus; C. G.
Pearse, Milwaukee, Wis.; W. H. Pills-
bury, Falls City, and others.

Grade teachers will be interested in
the courses in geography, nature study,
agriculture, physiology, and reading.
High school teachers will find valuable
courses in manual training, mathe-
matics, history, languages, and the
sciences.

Recognizing that many teachers in the
summer session will wish to attend the
meeting of the N. E. A., which opens
June 28, and to visit the St. Louis expo-
sition, the university has made arrange-
ments whereby they may do so. A special
University of Nebraska train, for
the faculty and students of the summer
session, will leave for St. Louis on June
25 and return July 2. A complete cata-
log of the school may be had on applica-
tion to T. M. Hodgman, director, Lin-
coln, Neb.

Mrs. Treat's School.

The Kindergarten Training School at
Grand Rapids, Mich., is to hold a sum-
mer term from July 5 to August 27. The
classes include beginning and advanced
work in the gifts, occupations, songs,
games, stories, education of man, his-
tory of education, symbolic education,
and study of programs. There will also
be suggestions for mothers' meetings,
science work, literature, music, sewing,
industrial arts, physical culture, psy-
chology, primary methods, and drawing.
Special lectures will be a feature. The
lecturers will include Miss Laura Fisher,
supervisor of kindergartens, Boston,
Mass.; Supt. William H. Elson, of Grand
Rapids, and Charles W. Garfield, pres-
ident of the Michigan forestry commis-
sion.

The summer courses were all planned
by Mrs. Lucretia Willard Treat, and will
be carried out in full. For complete par-
ticulars address, Clara Wheeler, secre-
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Colorado Chautauqua.

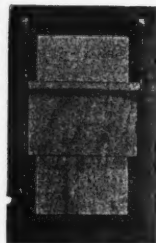
The Colorado Chautauqua assembly
will hold its summer school in connection
with its other features at Boulder, Colo.,
from July 4 to August 7. The school
offers instruction in business, art, kinder-
garten, dramatic expression, domestic
science, Bible study, vocal music, phys-
ical culture, literature, psychology, lan-
guages, and kindred subjects. The full
announcement may be obtained from the
secretary, F. A. Boggess, Boulder,
Colo.

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tion to argue the question, it has often
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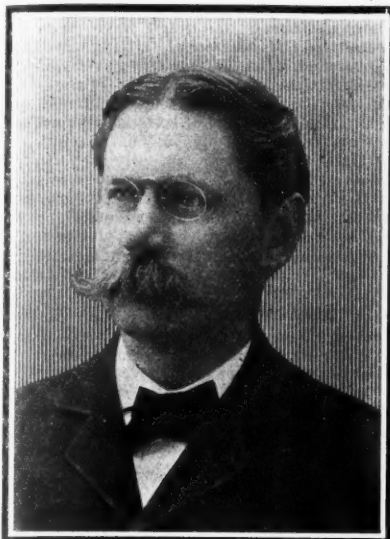
ARNOLD WERNER-SPANHOOFD
Central High School Washington, D. C.

Please mention this paper when writing.

New England.

Supt. L. P. Nash, of Holyoke, Mass., has been unanimously elected for his sixth term.

A meeting in memory of Ellis Peterson, for twenty-six years supervisor in the Boston public schools, was held on May 1. President Eliot, Superintendent Seaver, and Dr. John Tetlow, of the Girls' Latin school were the speakers.

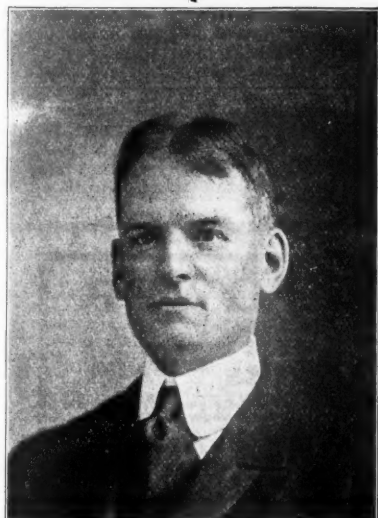


Supt. Charles H. Morss, of Medford, Mass.

A description of the work in school gardening developed under his superintendency will be found on page 515 of this number.

Methuen, Mass., has been given a fireproof school building by Edward F. Searles. The work on the structure is nearly finished, having cost nearly \$500,000, making it the finest building of the kind in that section of the state.

Prof. Davis R. Dewey, of the Massachusetts Institute of Technology, is displeased with school athletics as usually conducted. His objections, as given before the Massachusetts Schoolmasters' Club, are based on the "low moral tone of those associated with school teams as trainers—men with whom we should not allow our boys to associate, and the element of deception on the part of the boys to secure places on the school teams."



Supt. Frederick W. Atkinson, of Newton, Mass.

Who has accepted the presidency of the Brooklyn Polytechnicum.

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New York

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The Greater New York.

The executive committee of the board of education has approved a proposition to buy one hundred feet of land on each side of the new High School of Commerce to extend the school building. The assessed valuation of the property is \$108,000.

Prin. John J. Casey, of P. S. No. 83, has begun a movement against theaters which permit young boys to attend performances. He recently summoned one manager to court on the ground that he had permitted boys to witness blood-and-thunder plays, thus endangering their morals. The result of this theater going is, Mr. Casey declares, that the boys are inattentive to their lessons, and run away from school, while others have become so absorbed in the stage that they have stolen money to be able to buy tickets.

Secretary Palmer, of the board of education, has been granted leave of absence during June and July to prepare a history of free public school education in New York city. No history of the schools has been compiled since 1867.

Superintendent Leland, of the department of libraries, reports that with the exception of one school in Manhattan, one in Brooklyn, and two in Richmond, class libraries have been established in all elementary schools. In all 10,145 classes have libraries, the total number of volumes being 359,560.

The board of education has decided to add military drill to the curriculum of the public schools. A resolution has been adopted that District Superintendents Whitney and Richmond be authorized to establish in the playground of public school No. 92, Manhattan, military drill for boys between the ages of ten and thirteen until June 15 next, and that Miss Whitney report to the board of superintendents, at the end of the experiment, her conclusions as to the advisability of continuing the drill and introducing it into other schools.

The committee on supplies has voted \$40,000 for the equipment of kindergartens, cooking rooms, and workshops. This appropriation covers resolutions held up during the past few months on account of lack of funds.

Plans have been filed with the building bureau for a two-story and basement addition to P. S. No. 132, Manhattan. The work will cost \$75,000.

The executive committee of the board of education has let the contract for the construction of P. S. No. 15, Manhattan, amounting to \$151,000, and the contract for the Brooklyn Commercial high school, at \$453,000. In spite of the demand for economy in the administration of the schools the committee has appropriated an additional \$1,000 for the expenses of representatives of the board and the maintenance of the school exhibit at St. Louis. In order to comply with the law,

the committee has approved resolutions authorizing the payment of the prevailing rate of wages to steamfitters' helpers, gasfitters, and carpenters in the bureau of buildings, Brooklyn.

The board of education has won its contest with the board of estimate over the awarding of a contract in Richmond to other than the lowest bidder. The contractor in question had been remiss in finishing work already given him and the board desired to compel prompt action on the part of all doing school work by punishing him for dilatory methods. It is expected that much of the school work now under way will be hurried to completion as a result of this action on the part of the board of education and board of estimate.

Plans have been filed for the erection of annexes to P. S. No. 83 and P. S. No. 104, Manhattan. Both are to be five-story buildings, with facades of brick, terra cotta, and limestone, connecting the present schools by fireproof bridges. The first addition will cost \$80,000 and the second \$140,000.

The board of regents has approved the action of the New York city board of education in consolidating the Stapleton and Port Richmond high schools under the name of the Curtis high school.

The Brooklyn Principals' Association has sent a petition to the board of education protesting against the proposed plan of segregating the sexes in the Brooklyn elementary schools. The principals urge the board to continue the policy of co-education, which has been so successful in the Brooklyn schools. They declare that the education of boys and girls in the same class-room conduces to better morality, better scholarship, and better discipline.

This protest is due to the recommendation of the superintendents that public school No. 122, Brooklyn, be organized as a boys' school, and public school No. 33 as a girls' school.

A number of graduates from the normal college have taken legal action to secure license No. 1. The graduates claim that they have been discriminated against by Dr. Maxwell. The suit dates back to Dr. Maxwell's refusal to grant licenses to the Normal college graduates on the ground that they did not possess the necessary academic qualifications. They had been allowed to take the examination, however, before the fact was discovered. The graduates claim that admission to the examination depended on their having the necessary qualifications, and that it was too late to rule them out after their papers had been examined.

The principals of Queens county recently held their sixth annual banquet at the St. Denis hotel. The list of speakers included Dr. John D. Melville, Pres. J. H. Finley, Associate Supt.

Stevens, Prin. Matthew D. Quinn of P. S. No. 5, and George F. Cnipperfield.

Chairman Adams, of the committee on buildings of the board of education, has reported that there are under contract at the present time three high schools and forty-one buildings and additions for elementary schools. There are fifteen other buildings and additions for the erection of which bids have been advertised. When all these buildings have been erected '88,633 additional sittings will be provided. Manhattan will get 28,750 new sittings; the Bronx, 15,100; Brooklyn, 30,825; Queens, 8,300; Richmond, 1,950. The number of pupils on part time on March 31 was 75,556. Assuming that they would actually require 38,000 sittings and adding 70,000 pupils for the natural increase, the total number of sittings required would be 108,000 or 19,365 more than are yet provided for under the existing contracts.

Men Teachers for Boys.

The Male Teachers' Association has adopted a somewhat lengthy report on the effeminization of the teaching force. The recommendations of the committee are as follows:

1. That all normal boys, upon entering their tenth year of life should be during their attendance at school, under the direct control of a man teacher.
2. That the administrative authorities of the schools of our country and especially of the cities be urged to adopt a policy to employ only male teachers for boys above the age of ten years.
3. That fair graded salaries, tenure of office and pensions be put in force to the end that able men may be attracted to the work of teaching as a life profession.
4. And especially do we urge that in New York city steps be taken to extend the policy of employing men teachers until all boys in the last four years of the elementary schools are taught by male teachers.

More Suits.

Suit has been brought against the board of education to compel the issuance of a permanent license on the ground that the teacher was allowed to hold her position four years. It is claimed that by the charter a temporary license becomes a permanent one at the end of the third year. The section of the charter in question provides that licenses shall be issued for a period of one year, and may be renewed without examination in case the teacher's work is satisfactory. At the close of the third year the city superintendent may make the license permanent. The teacher claims therefore that the temporary renewal for the fourth year was proof that her services had been successful and that she became entitled to a permanent license.

On the other hand the board of educa-

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Gold Medal, South Carolina Inter-State and West Indian Exposition, 1902.



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tion claims that the continuance of the temporary license for the fourth year cannot be taken to imply satisfactory work. Under the charter if the work was satisfactory a permanent license would have been issued. The extension of the temporary license was merely to give the teacher another trial.

The present case will probably be carried to the court of appeals in order to secure a final decision. What that decision may be cannot be forecasted, as the lower courts have rendered conflicting decisions in similar cases.

Regent Lauterbach.

A dinner was given to Edward Lauterbach by the City College club, he having resigned the chairmanship of the board of trustees of the college to become a Regent.

He remarked: "Serious educational problems are pressing for solution. The other day I was asked to meet a number

of clergymen, who advanced the proposition that ethics ought to be taught in the public schools. I agreed. That was at the first meeting. At the next they went a step further and said that the ultimate end of the ethical teaching should be a teaching of a theistic doctrine. That was the wedge by which they intended to open the public schools to a particular and definite religious teaching.

"A few years ago it was decided to give state aid to charitable institutions. That was found to be a good thing. It was proposed to give state aid to sectarian schools, and that was found to be bad. The demand for state aid for such schools is again pressing, and with much force. The regents must see to it that the demand is not met."

Gymnasia.

The board of superintendents has recommended to the building committee

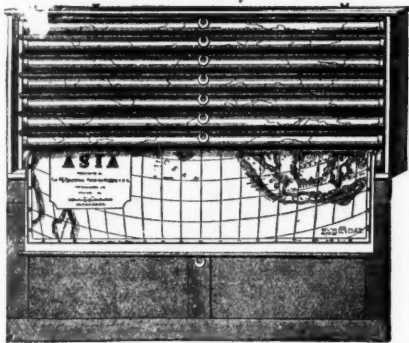
that in new buildings having twenty-eight or more class-rooms at least 17,000 square feet be set aside for a gymnasium. The necessity of making provision for the study of science in the elementary schools has led to a recommendation that, wherever practicable, provisions should be made in new buildings for one room for science.

Death of an old Principal.

James Buckhout, for more than fifty years a principal of the New York city public schools, died on April 29. Prin. Buckhout was born in New York in 1833. After attending the public schools, he was graduated from the Albany State Normal school. The first school over which he presided was at Fordham, formerly P. S. No. 64. For the past thirty-three years he served continuously as principal of P. S. No. 65 at West Farms.

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TEN YEARS' PROGRESS

	1893	1903	Gain	Percentage of Gain
Premium Income.....	\$2,947,516.29	\$6,136,253.94	\$3,188,737.65	108.18
Income from Interest and rents	\$635,250.10	\$1,394,496.90	\$759,246.80	119.52
TOTAL.....	\$3,582,766.39	\$7,530,750.84	\$3,947,984.45	110.19
Assets, December 31.....	\$14,480,480.80	\$33,590,999.39	\$19,110,518.59	131.97
Amounts Insured, Dec. 31	\$83,760,969.00	\$169,668,456.00	\$85,907,487.00	102.56
Surplus, December 31	\$1,020,316.96	\$2,647,491.38	\$1,627,174.42	159.48

Since its organization the Company has paid to its policy holders in

Death Claims, \$25,301,488.71 Endowments Matured, \$4,209,725.00

Dividends Paid and Credited, \$12,073,293.29

Assets, December 31, 1903, \$33,590,999.39 Liabilities, \$30,943,508.01 Surplus, \$2,647,491.38

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Here and There.

Atlanta university which thru its eight conferences has done much to reveal facts relating to the negroes, is to undertake the study of crime this year. There will be a careful study of law-breaking among negroes, its causes, and suggestions for its cure. The ninth conference at the university will be held on May 24.

The governors of King's college, Windsor, N. S., have elected Ian Campbell Hanna as president of that institution. Mr. Hanna has had considerable educational experience both in Canada and India.

The inauguration of Pres. Charles Sumner Howe, of the Case School of Applied Science, Western Reserve university, will occur on May 11. Among the speakers will be President Prichett, of the Massachusetts Institute of Technology, and President Angell, of the University of Michigan. President Howe himself is to speak on the topic, "Does Technical Education Educate?"

A successful teachers' institute was held at Warwick, Orange county, N. Y., from April 11 to 15. Over 170 teachers were in attendance. Dr. Henry H. Sanford, of Penn Yan, conducted the institute with the assistance of the following instructors: Dr. S. H. Albro, Fredonia, Dr. A. C. McLachlan, Jamaica Normal school; Miss Sara A. Collier, Oneonta; Miss Anna E. Friedman, Buffalo, and William F. Seward, Binghamton.

The Omaha board of education has elected Supt. W. M. Davidson, of Topeka, as superintendent of schools to succeed Mr. Pearse. Mr. Davidson was treasurer of the N. E. A.

The Wisconsin Teachers' Association will hold its annual meeting at Madison, on December 28, 29, and 30.

Mr. J. E. Addicott, of the San Jose, Cal., Normal school who has spent last year at Teachers college, has been elected superintendent of the Newman Manual Training school at New Orleans.

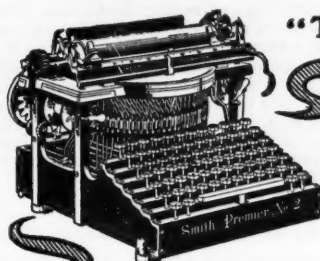
Recent Deaths.

Vallery Clément Octave Gréard, a prominent French educator, died on April 25. He was minister of education, a member of the academy, and the author of many books relating to education.

Sister Maria Antoinette, for twelve years a teacher in St. Michael's parochial school, Newark, died in that city, May 1. She was born in County Donegal, Ireland, and was known in the world as Miss Elizabeth Quinn.

Mrs. Sara Jane Lippincott, better known as "Grace Greenwood," the writer of stories for children, died on April 20. Grace Greenwood was the first woman to lecture before college lyceums and also edited the earliest juvenile periodical in America. She began her literary life by contributing to the New York Mirror, at that time under the control of George P. Morris and N. P. Willis, which brought her the friendship or Whittier and other literary men of the time. In 1853 she edited a juvenile monthly magazine for children, known as *The Little Pilgrim*. Some of her best known works are "Poems," "Bonnie Scotland," "Stories from Famous Ballads," and "Victoria, Queen of England," the last named enjoying great popularity in England.

Patrick Farrelly, general manager of the American News Company, died on April 23. Mr. Farrelly was born in Ireland and came to this country as a boy. His start in business came when he got



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the privilege of selling books and newspapers on the New Jersey Central railroad. Out of this business grew the firm of Hamilton, Johnson and Farrelly, which combined with two other concerns in the same field to form the American News Company. Mr. Farrelly was vice-president of the company and had been connected with its management for forty years.

Measuring the Power That Moves a Train.

A Boston man, Philip H. Wynne, has devised an instrument to assist in finding the power needed to stop and start a train, how rapidly a curve may be rounded in safety, and how much the cost of the power is. It is the boast of one of the great railroads that their roadbed is so perfect and their trains are started and stopped so gradually that a glass of wine may rest on one of its dining tables for the whole length of the line and not a drop be spilled. A street railroad, elevated or surface, could not be run like this. It is necessary to start and stop quickly as safety will permit. All have seen how the passengers have been nearly thrown down by an inexperienced motorman.

For a long time railroad operators have been looking for a means of finding out how much power and how much time are lost in lifting a car or train of cars from absolute rest to a state of flight at top speed. A train running thirty miles an hour can be stopped in ten seconds, or within 88 feet. Such an abrupt stop, however, is only for an emergency. The more usual time taken for stopping is fifteen or twenty seconds. It has been found that the force required to drag a train at full speed is but one-tenth the force required to get it under way. That is, nine-tenths of all the power used on elevated trains is consumed in starting the trains and slowing them at curves.

The device for measuring the acceleration of speed in trains is called the accelerometer. It is about a foot long and a foot high, made on the principle of the spilling of the glass of wine, referred to above, and consists of a glass arrangement fastened to a piece of board set perpendicular to another piece of board which forms its base. The wine glass is represented by two glass cups; these are united and held together in the shape of a large U by means of a glass tube that connects them; the tubes are closed over, each with a short length of glass tubing tapering to a narrower diameter and projecting upward. Besides each of these lengths of upright tubing are placed scales, graduated in centimeters. The cups are about half filled with colored water. When the train starts the liquid rushes back in the rearward cup and rises in the surmounting glass tube to a height which may be measured by the graduating scale. When the train slows down the liquid rushes forward and rises in the forward tube. The acceleration of the train, having been read in terms of centimeters, may be easily translated into terms of miles and seconds.

Placed sidewise—that is, at right angles to the line of motion—the device registers the centrifugal force exerted by the car in rounding a curve. Thus it will tell the highest speed at which a curve may be rounded with safety. The accelerometer will be used by engineers in laying out new lines. It will also be employed as an aid in instructing motorists in the difficult art of starting their cars.

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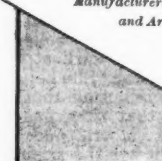

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Education in the South.

The Robert C. Ogden educational party visited the Winthrop Normal and Industrial college of South Carolina on April 22. Pres. D. B. Johnson delivered a short address of welcome. He said that the R. C. Ogden movement had done more than any other thing in bringing about a better understanding between North and South, and that every patriotic man and woman would wish it god-speed.

Governor Heyward welcomed the visitors to South Carolina, calling attention to the fact that the state had always fostered education, but that there had been a revival in the last few years. He had signed more bills of school districts wishing to tax themselves for education than any other bills of the legislature.

State Superintendent Martin deplored the fact that the 200,000 children in the schools only had ninety-five school days in the year, while the small pay of the teachers was ridiculous.

Mr. Ogden said the movement in education in the South originated there and was only aided by men in the North. The spirit of the movement was national.

The "Yellow Peril" Bogey.

Frederick W. Seward, son of the famous war secretary of state, in a lecture in New York recently said that the "yellow peril" was a mere myth, meaning one thing at St. Petersburg and another thing at Berlin, and that European aggression in Asia if not checked would bring about the most disastrous war among civilized powers that the world has ever known.

"Japan is fighting in self-defense," said Mr. Seward, "and in doing so she is fighting for the cause of China and for the cause of all Asia in the face of European encroachment. The cry of the 'yellow peril' emanating from St. Petersburg and Berlin should not cause us any terror. Experience has shown that there are no powers in the world that are as peaceful as Japan and China. The 'yellow peril' is all an imagination—where it is not an allegation made for a purpose. It is not Europe that has cause to fear Asia; it is Asia that has cause to fear Europe."

History Growing.

In the course of the excavations of the Roman Forum, Signor Giacomo Boni, the famous archeologist, recently made an interesting discovery. He found the place where an altar was dedicated to Marcus Curtius. The latter was the patriotic Roman youth who in 362 B. C., to placate the gods, jumped, completely armed and on horseback, into a chasm which had opened in the Forum and which the soothsayers declared could not be filled except by the sacrifice of the chief wealth of the Roman people. After Curtius's sacrifice, according to the tradition, the chasm immediately closed. The great importance of the recent discovery lies in the fact that confirms an event which had been considered as mythical.

A Humane Work.

The Skin and Cancer Hospital on Second avenue and Nineteenth street, New York city, is doing a most humane work; the number treated is sixteen per cent. greater this year than previous. It has night clinics for those occupied during the day. It employs radium with success. We call attention to its need of funds because several teachers have received treatment as well as numerous pupils. Diseases of the skin while very common are mostly curable.

Civil Service Places.

Among the positions to be filled from lists prepared by the New York State Civil Service Commission are two that may interest some teachers, one is a place as assistant in the state library, the other, a "male officer" in state charitable institution. The examina-

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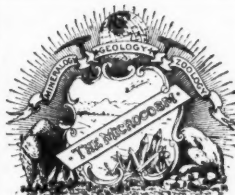
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tions will be held on May 21. Applications must be made on or before May 16. General examinations for stenographers will be held from May 25 to June 30. Full particulars of the examinations and blank applications may be obtained by addressing the Chief Examiner of the commission at Albany.

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When a natural product begins to get scarce men look around for a substitute. No artificial substitute, however, has yet been found for cork, but a German consul reports that nature herself has provided one in the wood of a tree growing on the east coast of Lake Tchad, in Africa. It is even lighter than cork.



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Literary Items.

Lippincott's for May contains a long story "Figs from Thistles," by Frederick Reddall; seven short stories; "Some Roman Contrasts," by Maud Howe, and "What Man is to a Bird," by Dr. Charles C. Abbott.

Masters in Art, for May is devoted to that prince of animal painters, Sir Edwin Landseer. Among the famous pictures that the plates reproduce are "The Old Shepherd's Chief Mourner," "The Two Dogs," "The Sick Monkey," "Low Life, High Life," "Suspense," and "The Hunted Stag."

In the *Popular Science Monthly* for May, Pres. David Starr Jordan writes of "The College of the West," and Prince Kropotkin of "The Geology and Geobotany of Asia." Teachers will find Prof. Frederick E. Beach's article on "The Study of Physics" especially interesting.

Jack London's story "The Sea-Wolf" and Maud Wilder Goodwin's story of "Four Roads to Paradise" are continued in the *May Century*. A page of poems by Margaret Fuller will prove a great attraction to lovers of verse. "Unhappy Korea" is an especially timely article by the Rev. Dr. Arthur Judson Brown. "History by Camera" is an illustrated article in which George F. Parker describes some old British customs, festivals, and ceremonials.

Doubleday, Page & Company report that they have received a letter from the French minister of public instruction stating that he has subscribed for a certain number of copies in French of Booker T. Washington's autobiography, "Up From Slavery." This is an honor that the French ministry bestows only on books considered as having some educational value for the children of the public schools and the readers of libraries.

The new volume of the *World's Epoch Makers*, announced by the Scribners, is entitled "Descartes, Spinoza and the new Philosophy." The author is James Iverash, professor of apologetics and Christian ethics in the United Free Church college, Aberdeen. The work in the main consists of a judicious condensation of the views and theories of the authors discussed.

Why smallpox, scarlet fever, etc., prevail during the winter, is told in "Care of Invalids," issued by the medical department of the Mutual Life Insurance Company of New York, and sent on request to those who address the Home Office of the Company, Nassau, Cedar, William, and Liberty Streets, New York city.

"Poems that Every Child Should Know" is the title of a book published by Doubleday, Page & Company. It is edited by Mary Bart and the decorations are by Blanche Ostertag. The book covers a wide range, from "Twinkle, Twinkle, Little Star," to "The Charge of the Light Brigade." One hundred and eighty-seven poems are printed.

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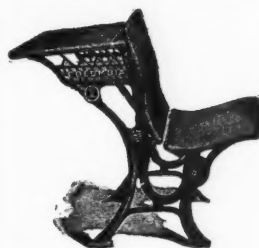
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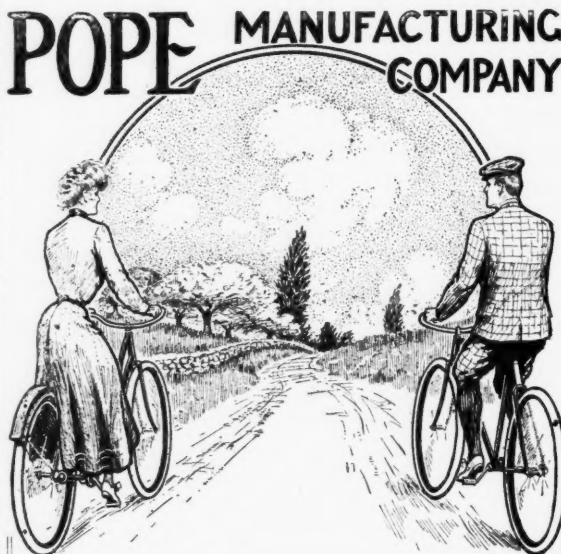
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